

Lassen Community College

Follow Up Report

Submitted by:

Lassen Community College

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September 30, 2021

Submitted To:

Accrediting Commission for
Community and Junior Colleges,
Western Association of Schools
and Colleges

LASSEN COMMUNITY COLLEGE DISTRICT

LASSEN COLLEGE

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LASSEN COMMUNITY COLLEGE



FOLLOW-UP REPORT CERTIFICATION PAGE

TO: Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges

FROM: Dr. Trevor Albertson, Superintendent / President
Lassen Community College
P. O. Box 3000
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I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Signature of Dr. Trevor Albertson, Superintendent/President, Date: 14 SEP 21

Signature of Sophia Wages, President, Board of Trustees, Date: 9/14/2021

Signature of Roxanna Haynes, Consultation Council, Date: 9-14-21

Signature of Adam P. Runyan, President, Academic Senate, Date: 9/14/21

Signature of Marguerite Lewman, Classified Managers, Date: 9/14/2021

Signature of Christi Myers, President, Lassen College Faculty Association (LCFA), Date: 9/17/2021

Signature of Carol Montgomery, President, California School Employee Association (CSEA), Date: 9-14-2021

Signature of Randall Joslin, D.P.A, Accreditation Liaison Officer, Date: 9-14-2021

Table of Contents

Certification of Accreditation Follow-Up Report	3
Table of Contents	5
Acknowledgements	6
Report Preparation	9
Follow Up Report Preparation Timeline	12
Responses to Commission Action Letter	14
Requirement 1:	14
Requirement 2:	25
Requirement 3:	35
Requirement 4:	40
Requirement 5:	47
Requirement 6:	54
Requirement 7:	58
Requirement 8:	61
Requirement 9:	65
Requirement 10:	69
Recommendation 11:	72
Recommendation 12:	75
Appendix A: Indexed Evidence	79

Acknowledgements

The following councils, committees, and offices provided narrative, evidence, and/or editing in the development of this Follow-Up Report:

Requirement 1

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- Academic Senate

Requirement 2

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Requirement 3

- Randy Joslin, Director of Institutional Research
- Academic Senate

Requirement 4

- Lisa Gardner, Faculty Tri-Chair
- Counseling Department
- Academic Senate

Requirement 5

- Carie Camacho, Interim Dean of Instructional Services/CIO
- Discontinuance/Revitalization Committee
- Division Chairs
- Academic Senate

Requirement 6

- Randy Joslin, Director of Institutional Research
- Vicky Ramsey, Director of Human Resources
- Trevor Albertson, CEO

Requirement 7

- Randy Joslin, Director of Institutional Research
- Facilities Department
- Facilities Committee

Requirement 8

- Randy Joslin, Director of Institutional Research
- IEPI Grant Work Group

Requirement 9

- Randy Joslin, Director of Institutional Research
- Trevor Albertson, CEO
- Board of Trustees

Requirement 10

- David Corley, Interim Vice President of Administrative Services
- Melissa Hill, Human Resources
- Vicky Ramsey, Human Resources
- Offices that deal with complaints

Recommendation 11

- Carie Camacho, Interim Dean of Instructional Services/CIO
- Division Chairs

Recommendation 12

- Randy Joslin, Director of Institutional Research
- Julie Johnston

Monthly updates to Consultation Council and the Board of Trustees

Report Editing, Formatting, Technical, & Administrative Support

- Codi Mortell, Classified
- Tom Robb, Faculty, Instructional Designer

Report Preparation

Lassen Community College (LCC) prepared a comprehensive Self-Study in 2019 and had site visit from a peer review team for reaffirmation of accreditation from ACCJC in March 2020. The result of the process was shared in a letter from ACCJC, dated June 29, 2020, that “the Commission acted to Issue Warning and require a Follow-Up Report, due no later than October 1, 2021, followed by a visit from a peer review team.” The Commission identified ten Requirements and two Recommendations that needed to be resolved.

It is important to set the context of the environment that rolled out in the 16 months that Lassen College worked to resolve accreditation issues.

- The abrupt and disruptive departure of the prior Superintendent/President coincided with the discovery that a major portion of the ISER had to be discarded due to significant factual inaccuracies. This led to a sudden and complete rewriting of the ISER, weeks before the Peer Team Site Visit.
- This tectonic shift occurred in close proximity to Lassen College experiencing an abrupt change in administrative staff and leadership outside the ranks of Superintendent/President. The Vice Presidents and Deans were newly appointed interims from the ranks of managers and faculty—and those they replaced had all suddenly and broadly been removed by the previous Superintendent/President.
- The Peer Team Site Visit on March 2020 was cut short with the COVID shutdown.
- Course offerings had to immediately be taken to online mode within a few days in the middle of the Spring 2020 semester. Staff moved to working remotely.
- Summer of 2020 brought large wildfires to the area. Many employees had to be evacuated from their homes. Campus dorms were used as shelter for firefighters and evacuees. There was temporary loss of power which caused problems for online courses. COVID restrictions were still in place.
- Within the first week of the Spring 2021 semester, which the College was offering classes and working online, the computer system was breached and held at ransom. This caused a disruption of class/classroom availability, and deprivation of internet and email access. Courses were brought back online within two to three days, but internet and email were intermittent for a good part of the semester.
- Also, during the Spring 2021 semester, the closure of one of the prisons in the area was announced. The economic impact to the area is significant as well as a projected loss of about 14% of the College’s FTEs.
- With Summer 2021 came the largest wildfire in California and second largest in the US for the 2021 season bore down on campus and the district. Loss of stable power, internet, cell phone service, easy access to fuel, and food went on for weeks. Air

quality rose to more than 400AQI. The campus again provided shelter for evacuees and livestock—to include from outside the district, as no other shelter was available.

- In Fall 2021, work is being done to get staff and students back on campus.

Throughout the entire 16-month timeline, LCC never stopped work on addressing the issues of the ten Requirements and two Recommendations of ACCJC. This dedication to getting the work during a monumental series of disasters is a strong reflection of Lassen College's commitment to assess and improve its processes and meet the criteria of accreditation.

Upon receipt of the Action Letter, the situation was presented to the Board of Trustees at its annual retreat. A Work Group was immediately formed that included three faculty members (Tri-Chairs), the two interim Deans, the Vice President of Administrative Services and ALO, the Director of Technology and interim Director of Institutional Effectiveness, and later added the Academic Senate President and a classified member as support to the Tri-Chairs. A timeline for the necessary work to both resolve the issues and publish a Follow-Up Report was developed. Most importantly, each of the constituencies involved in the process began dedicated efforts to update the campus culture and inculcate within the broader context of the campus a procedurally-minded approach to institutional controls. To this end, the various issues were assigned to the appropriate Work Group member to spearhead, monitor, and author the response. Monthly updates on the progress of the Work Group were presented to the Consultation Council and the Board of Trustees.

The Work Group decided that during the 2020-2021 year, the focus would be to have the College actually follow the current processes and meet the timelines. Since many of the processes had not been executed for several years, the Work Group decided to use 2020-2021 as the year that all work be brought to current. Then the rotating schedule of the activities would be restarted in 2021-2022 and forward. For example, program reviews were completed, even if they were not scheduled for 2020-2021. Starting in 2021-2022 the rotating schedule of program reviews will be followed, even if a program review had been done in the "catch-up" year of 2020-2021. Mapping of courses to programs was tackled with completion in mind. Additionally, during 2020-2021, 93% (from none) of the course mapping was completed, with the intent to finish the last 7% in 2021-2022. As a result of robust efforts, seven of the Requirements have been met as well as the two Recommendations. Though these nine are considered "met," work on following and assessing processes will continue into the future. Of the three Requirements that are "partially met," the Report includes "Next Steps" as the plan to resolve the issue(s).

While working on the ten Requirements and two Recommendations, the Work Group realized that there were gaps in processes and a Gap List was developed. It was also

obvious that work needed to be done in reviewing, assessing, improving, streamlining, and integrating the planning and budgeting processes of the College, alongside work that needed to be completed to address the Gap List. Therefore, in Spring 2021 an application was made and awarded for an Institutional Effectiveness Partnership Initiative (IEPI) grant from the California Community Colleges Institutional Effectiveness Initiative to support the continued work regarding planning and resource allocation and address the Gap List. In late Spring 2021, an IEPI Work Group has been formed and is currently working on assessing and improving planning processes.

A semi-final draft of this Follow-Up Report was presented at the Academic Senate, Consultation Council, and the Board of Trustees in May 2021. Feedback from those three groups was integrated into the Report. The content of this Follow-Up Report was cut off on July 15, 2021 in order to prepare it for publication. The published Report will be presented to the Academic Senate, Consultation Council, the Board of Trustees, and the leadership of Management/Confidential, Classified, and the Student Body in August/September 2021 for final review and sign-off. An addendum covering work done from July 16, 2021 to the visit from the peer review team will be present to the team at the time of their visit.

Follow Up Report Preparation Timeline

Semester	Description
Spring 2020	<ul style="list-style-type: none"> ACCJC Visitation - Cut short because of COVID. <p><i>*College immediately moved to online course delivery and staff working remotely.</i></p>
Summer 2020	<ul style="list-style-type: none"> Receipt of ACCJC action Letter. Presented to the Board of Trustees regarding action letter. Initiated an ACCJC Response Work Group. Developed a response action plan. <p><i>*Wildfires, employees evacuated, campus dorms used for evacuees and firefighters, loss of power. Covid restrictions still in place.</i></p>
Fall 2020	<ul style="list-style-type: none"> Presented ACCJC action letter and response timeline at Convocation. The ten Requirements and two Recommendations scopes of work were distributed to the appropriate Work Group members to spearhead, monitor, and record. Monthly updates presented to Consultation Council and the Board of Trustees. First draft of each Requirement and Recommendation was authored in December and cited evidence. <p><i>*Covid restrictions still in place.</i></p>
Spring 2021	<p><i>*Institutional Technology breached and disabled with the start of the Spring semester.</i></p> <ul style="list-style-type: none"> Workshop at Convocation as to the “How and Why of Accreditation.” Work on the ten Requirements and two Recommendations continued. “Gap List” initiated as gaps were uncovered regarding processes. Applied and received an IEPI grant to fund review, streamlining, improving, and integrating the planning and budget processes. Work Group formed and started work on the grant. Draft responses updated three times to get to a Semi-final draft that was presented to Academic Senate, Consultation Council, and the Board of Trustees. Monthly updates presented to Consultation Council and the Board of Trustees. <p><i>*Announcement of a prison closure that represented 14% of the College’s FTEs and a major economic impact to the County.</i></p>
Summer 2021	<p><i>*Largest wildfire in California and second largest in the US for 2021. Loss of stable power, internet, and cell phone service for weeks. Air quality more than 400AQI. Provided shelter for evacuees and livestock.</i></p> <ul style="list-style-type: none"> Final draft of the Follow-up Report on July 15, 2021. Report prepared for publication

Lassen Community College
ACCJC Follow Up Report

Semester	Description
	<ul style="list-style-type: none">Continued work still needed to be done for Requirements, Recommendations, and the IEPI Grant.
Fall 2021	<p><i>*Worked to get staff and students back on campus.</i></p> <ul style="list-style-type: none">Final version of Follow-up Report presented to Academic Senate, Consultation Council, Board of Trustees, and the leadership of the Management/Confidential, Classified and the Student Body for Signoff.Submit Report to ACCJC in third week of September.Addendum summarizing work done from July 15, 2015 forward will be present to the peer review team at the time of their visit.

**During the Follow-Up Report Preparation Timeline there were continuous disasters that significantly affected the College. Throughout the entire 16-month timeline, work never stopped on addressing the issues of the ten Requirements and two Recommendations. This dedication to getting the work done is a strong reflection of Lassen College's commitment to assess and improve its processes and meet the criteria of accreditation.*

Responses to Commission Action Letter

Requirement 1:

In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

(I.A.3, I.B.5, I.B.6, I.B.8, I.B.9, II.A.2, II.C.1, and III.D.1) (TR-17, 19, 20, 23, 28, 35)

Evidence of Meeting Requirement 1

Career Technical Education (CTE) programs are required to complete Instructional Program Reviews (IPRs) every two years. Non-CTE programs are required to complete IPRs every four years. Non-Instructional Programs such as the library and counseling are required to complete Non-Instructional Program Reviews (NIPRs) every four years. Part of a program review for faculty is to review curriculum and review program data used to assess student learning outcomes (*EV 1.1 IPR Handbook page 4*). Our strength in this area is we have a plan and a process. Our weakness is we have not followed the plan in recent years, and we have not trained faculty in the process to the extent needed. To correct this pattern, an accelerated IPR Timeline was established by the Accreditation Tri-Chairs and approved by the Academic Senate on September 23, 2020 (*EV 1.2 Academic Senate Minutes, September 23, 2020*) for the 2020-2021 academic year to keep us on track with what we needed to accomplish. This timeline has different deadlines based upon whether an IPR is on time (in-sequence) where it will be reviewed in August 2021, or whether it is late (out-of-sequence) where it will be reviewed May 2021 (*EV 1.3 2020-2021 IPR Timeline*).

We communicated progress in the program review process in Academic Senate meetings and curriculum (*EV 1.4 Academic Senate Minutes*). All IPR review dates are on each curriculum agenda (*EV 1.5 Curriculum Agenda*). We have made incredible progress in getting IPR's approved. As of May 2021, there are only two past due IPRs. Gunsmithing, which had its first read at the May 12, 2021 Academic Senate meeting and Developmental Education which has been intentionally pushed back with the hiring of a Director. The Gunsmithing IPR is adding recommended revisions from Academic Senate and will be approved in the early fall when Academic Senate meets again.

A SLO (Student Learning Outcomes) Handbook was developed in Spring 2021 to provide guidance specifically designed to help the institution meet ACCJC outcomes assessment requirements. The outcomes assessment cycle, which is the process by which we develop, assess, analyze, improve, and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals is discussed and explained ([EV 1.6 SLO Handbook](#)).

Along with this, a pilot program student learning outcome (PSLO) and institutional student learning outcome (ISLO) assessment project has been launched. The purpose of this concurrent mixed method study is to analyze PSLO and ISLO data gathered from a variety of means to provide PSLO/ISLO data for program reviews due during the 2021-2022 IPR cycle. This gives us an opportunity to assess various data collection methods and design improvements for future student assessment data collection. A post-graduate survey for ISLO's and PSLO's has been created as an assessment tool to gather data and approved by Academic Senate on April 14, 2021 ([EV 1.7 ISLO/PSLO surveys](#)).

This data will then be used as the basis of dialogue and the development of strategies to improve institution programs and services and academic quality. These strategies will also be the basis for resource allocation as outlined in future program reviews. These surveys have been distributed to this year's graduates, and the Institutional Effectiveness department will compile the results, and disseminate the findings to Academic Senate in the fall. An updated mapping process has been instituted this year to specifically link course SLO's to GESLO's and ISLO's and PSLO's to each course. The PSLO's are linked to the college mission and vision ([EV 1.8 LCC Strategic plan](#)).

Many CTE program IPRs were well past due for various reasons. Some programs, such as Fire Science lacked full-time faculty to write the IPR. Other programs had faculty that were not properly trained on the IPR process. Completing CTE IPRs has been a priority for the College in the 2020-2021 year. There has been a focused effort to have all IPRs that were past due to be completed in 2020-2021 and the College is well on the way to completing that goal. As of May 17, 2021, all but two program reviews have been approved by the Academic Senate. Only one program, DSPS, has been intentionally delayed because the College is in the process of hiring a full-time faculty member to replace a recently retired faculty member. The other was submitted but the Academic Senate held it from approval pending improvements.

The Academic Senate has established IPR mentors to assist and guide faculty through this process. A rubric was created and approved by Academic Senate in October 2020 to provide structure to the mentor process ([EV 1.9 IPR Peer Review Checklist/Rubric, Academic Senate minutes, 2020-2021 IPR timeline](#)). The first item on the rubric addresses

alignment of the program review with the college mission. We are on pace to have all late program reviews completed and approved by Fall 2021.

Incomplete program reviews data has been a problem in the past. The college has been without a researcher since September of 2017 and an understaffed IT department has struggled to provide data. A manager was reassigned in June 2021 to fill the researcher position. Again, in a focused effort, all program review data was distributed by October 5, 2020. The IPR timeline has been reviewed and updated this fall as well (*EV 1.10 2020-2021 IPR Timeline*).

This provides guidance for faculty to keep on task to complete all steps required for a timely program review. The IPR handbook was also updated and approved by Academic Senate to provide up-to-date guidelines (*EV 1.11 Academic Senate minutes, October 14, 2020*). Academic Senate has discussed the need to review and improve the IPR template to make IPRs easier for faculty to complete while providing all the required data and details. Academic Senate has taken responsibility for monitoring the IPR process. IPRs that are currently being worked on and those that are late are listed and updated on each curriculum agenda. IPRs in process are also updated as discussion items at Academic Senate meetings whenever IPRs are being reviewed and discussed (*EV 1.12 Academic Senate minutes*).

Some faculty had never been trained on how to write a program review and this explained why some IPRs were late. An IPR orientation was planned and completed on October 15, 2020. IPR training resources were also provided in Canvas for faculty to refer to in October as well. As of May 24, 2021, of 115 full-time regular employees, 91 employees have accepted their invitation to the Accreditation resources in Canvas. This leaves us with 79% of full-time regular employees engaged in Accreditation resources (*EV 1.13 Lisa's 5-24-2021 email to accreditation group*). These tools were utilized by many to begin the long process of updating late program reviews. All faculty are regularly engaged in ensuring that content of the course outline and method of instruction meet generally accepted academic and professional standards and expectations. This is done a number of ways including monthly division chair and all-faculty meetings, convocation and flex activities (*EV 1.14 Meeting agendas*).

Non-Instructional Program Reviews (NIPRs) were addressed in Fall 2020 to ensure and communicate when all NIPRs were due. The NIPR handbook was revised and adopted by the President's Cabinet on November 23, 2020, and by the Consultation Council on December 7, 2020. Like the revised IPR handbook, the NIPR handbook included an updated timeline and calendar (*EV 1.15 Consultation Council minutes, December 7, 2020*).

In reviewing the new NIPR schedule it was discovered that some NIPR's scheduled for 2022 would not have been reviewed for six years. Given the timing of the revision and adoption of the NIPR Handbook in late 2020, these eight were knowingly kept on a due date of 2020 to "catch them up." The intent is these eight will be completed and move through the process by September 2021. These eight are then spread through the four-year rotation calendar to have a balance in the number of NIPRs due each year. So, for example, of the eight: five will be due again in 2022, one in 2023, one in 2024, and one is a discontinued program.

The first section of the NIPR template describes, evaluates, and links the program objectives to the mission, strategic plan, and strategic goals (*EV 1.16 NIPR Handbook*). We are also in the process of reviewing the current NIPR template to further refine it and make it a simpler format to complete. This template revision is expected to be implemented after the pending revision to the IPR template currently being developed by the Academic Senate for Fall 2021 (which is discussed below).

Discussion has happened in the past to improve the program review process. Many have complained that our process is too cumbersome and long. Surveys in the Canvas training resources are available for ideas on how to improve this process. The accreditation chairs are in the process of reviewing program reviews from other colleges to improve our process. A new IPR template will be developed by Academic Senate during Fall 2021. The Academic Senate will be reviewing, assessing and making appropriate improvements to the IPR template in September 2021. This was listed as a future agenda item on the December 9, 2020 Academic Senate agenda and remains a focus for Academic Senate. The plan is to include all necessary data so the faculty writing the program review will not need to interpret data, simply write about what the data reveals. The hope is to have a new template approved by Fall 2021. Academic Senate has discussed ways to improve the existing template to better meet accreditation and budget requirements (*EV 1.18 Academic Senate minutes*).

The College has identified other issues regarding SLO data. We have a process of assessing SLO data, however, many faculty members were not trained on the process. To address this training gap, a Canvas accreditation course was developed and was implemented in Fall 2020 as an additional resource for faculty to learn about outcomes assessment as well as other accreditation topics. Additionally, in Spring of 2021 an updated version of the SLO handbook was implemented (*EV1.19, Board minutes, May 19, 2021*). This handbook now serves as a powerful tool to assist faculty in this endeavor.

SLO mapping is another area that needed significant attention, and has been an additional area of sharp focus as well. The accreditation chairs along with the IT department

developed updated mapping processes, and faculty were trained on SLO course mapping at the Fall 2020 Convocation and also at a separate training on October 30, 2020. During this training, faculty were reminded that not only is SLO assessment important for the institution, but it is also a contract requirement and an important tool to help continuous improvement of our courses and programs.

With no SLO's mapped at the time of these training sessions, we have since made great progress. After the final curriculum meeting of the Spring 2021 semester, 471 course SLO's have been mapped and 29 PSLO's have been reviewed and mapped. As of May 25, 2021, there are 505 active courses at Lassen College. Our Institutional Effectiveness department has stated that they will update data charts based on updated maps after all course SLO's have been mapped. While originally wanting to have all SLO's mapped by the end of the Spring 2021 semester, we came very near to this goal with 93.27% of all course SLO's mapped and approved. A SLO Coordinator position is currently being negotiated to assist in completing this process.

The updating of outcomes maps during the curriculum review process for IPRs is now a requirement that was approved at the October 20, 2020 curriculum meeting (*EV 1.20 Curriculum minutes, October 20, 2020*). A new SLO and PSLO mapping process was subsequently implemented in curriculum and approved at the November 17, 2020 meeting (*EV 1.21 Curriculum minutes, November 17, 2020*).

The purpose of the new maps is to

1. link course student learning outcomes to institutional and general education student learning outcomes, and
2. PSLO maps to link each course SLO to degree and certificate program student learning outcomes. The goal is to have all active course and program maps updated by Fall 2021. These new maps will provide robust data to track course student learning outcomes and to assess SLO assessment results, thus improving our assessment process.

Program Student Learning Outcomes (PSLO) maps have also been reviewed and updated. It was discovered that new programs from 2012 forward were never mapped. A new mapping process was also designed to meet this need. Faculty were trained on December 4, 2020. The new mapping form was demonstrated, and the curriculum process was explained. All faculty were given training and time to update maps as needed at the Spring 2021 convocation on February 2, 2021 (*EV 1.22 Convocation schedule*). The mapping includes linking course SLOs to program SLO's, and to Lassen College's mission via its Institution Set Standards (ISS).

Institution Set Standards track course, program, and institution data for completion rates, Fall-to-Fall retention rates, number of degrees and certificates awarded each year, number of students that transfer to a 4-year college or university, licensure pass rates, and CTE job placement rates. The concept of Institution Set Standards is defined in relation to the mission of the college and speaks to the necessity of assessing our performance for basic quality assurance.

Lassen Community College (LCC) has established Institution Set Standards (ISS) for student achievement that were determined through a collaborative process with the Academic Senate. The College has five general Institution Set Standards for student achievement (*EV 1.23 ISS*), and also Institution Set Standards for job placement (*EV 1.24 ISS Job*), and for CTE licensure exams (*EV 1.25 ISS Exam*). These standards were developed based on the reporting requirements of ACCJC.

The 2020-2021 five institutional set standards include:

- Completion is the number of students who receive a successful grade over the number of students who are enrolled in the course.
- Fall-to-Fall Retention is the percent of students retained from fall to fall.
- Degrees Awarded is the number of students who received a degree in the academic year.
- Certificates Awarded is the number of students who received a certificate in the academic year.
- Four-Year Transfer is the number of students that transfer to a to 4-year institution in the academic year.

All LCC Institution Set Standards are aligned with the mission of the College and reflect student achievement:

“Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.”

Board Approved December 15, 2020 (*EV 1.26 Strategic Plan*)

Student achievement, consistent with the Mission, is the primary focus of the Institution Set Standards, and is always a primary focus for the college and faculty alike. The college

has applied for and been approved to receive the IEPI (Institutional Effectiveness Partnership Initiative) grant (*EV 1.27 IEPI Grant Application*). The focus of the grant is institutional planning, strategic enrollment planning, and professional development. A greater effort will be made to link student achievement data to accomplishment of mission and institution set standards through program review data (*EV 1.28 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit*). New institutional research software is currently being reviewed to assist in this and will be purchased using IEPI grant funds. The goal is to have a system in place by Fall 2021. As discussed earlier, a pilot outcomes assessment project has been developed until the software is purchased and training on the program is completed. This process will likely take until Fall 2022 to be fully implemented. In the meantime, data from the pilot outcomes assessment project will be used to close the loop on SLO assessment. The Institutional Set Standards, that support the Mission, have been reviewed and updated. These were presented and approved at the March 24, 2021 Academic Senate meeting, the April 12, 2021 Consultation Council meeting, and the May 11, 2021 Board of Trustees meeting (*EV 1.29 Academic Senate minutes, March 24, 2021; Consultation Council minutes, April 12, 2021; and Board minutes, May 11, 2021*). A new timeline has been established so these are reviewed in February each year moving forward.

Resource allocation is driven by our budget planning process which is initiated by program review. This process is described in our Planning Budget handbook (*EV 1.30 Planning Budget handbook*). Current IPR budget requests go through this process. Programs with late program reviews will not be funded with budgetary needs. This has been another driving factor in programs getting their IPRs current. The College is currently reviewing the Educational Master Planning (EMP) process to provide better resource allocation. The EMP committee is responsible for creating a five-year comprehensive educational master plan and maintain the five-year educational master plan through yearly updates. The five-year plan and yearly updates will be used to identify items that have been completed, that are on-going, and that have not yet been addressed, as well as, add new goals and strategies annually to meet emerging needs. We are currently reviewing and assessing our planning process with our IEPI grant and have hired a consultant to assist (*EV 1.31 IEPI grant status report*) & (*EV1.28 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit*). The Planning Budget handbook also includes evaluations for input into this process (*EV 1.32 LCC Evaluation surveys*). A new strategic enrollment management process is being designed to better utilize data to drive scheduling to fit student needs and will be effective in Fall 2022. The IEPI grant will also streamline this process (*EV 1.33 IEPI grant application*).

The results of all of these processes need to be broadly communicated. Consultation Council is one of the ways the district regularly communicates with faculty and staff so as to share understanding of the College's processes as well as strengths and weaknesses. Standing agenda items include governance, consultation, guided pathways, accreditation and other information and communication. IT is updating our website link to make current IPRs and NIPRs publicly accessible. All approved program reviews are posted on the Lassen College website link. Budget updates are provided at all Consultation Council meetings (*EV 1.34 Consultation Council agenda and minutes*). Several surveys are available on the accreditation Canvas course for faculty and staff to provide input. These include a shared governance climate survey, SLO process survey, IPR process and information survey, and an evidence feedback survey. The Institutional Set Standards are also reviewed and assessed in Consultation Council. This feedback is used to assess and change processes that need refinement. This will help evaluate our processes and make improvements (*EV 1.35 listed surveys from Canvas accreditation course*).

Budget allocation results are being made available to all employees through the portal and discussed at Consultation Council. Budget updates are a standing item on the Consultation Council agenda (*EV 1.36 Consultation Council minutes*). The budget process is utilized as well. This requires login credentials to access. We are currently evaluating the processes by use of evaluations and surveys to improve the process and accessibility. Our current budget process is outlined in the Planning and Budget Development handbook (*EV 1.37 Planning and Budget Handbook*).

Analysis and Evaluation of Requirement 1

Requirement 1: In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution.

Through analysis and evaluation, Lassen College has determined that **Requirement 1 has been Partially Met.**

The College made a decision to analyze the gaps in the planning and budget process, which includes program review, the assessment of student learning outcomes and how to improve institutional programs and services and academic quality. Elements of these processes have been updated and training provided to facilitate the implementation and adherence

to process. Work to get the College to a point to fully meet Requirement 1 will continue through 2022, outlined in Next Steps below, especially with the work that will be completed with the College's IEPI grant. An updated status report will be presented to the visitation team.

Once the catch up and clean-up is done, then processes will be evaluated, assessed, and adhered on a consistent basis within appropriate timelines. Training will be provided annually as to processes and timelines.

Accomplishments and Outcomes Towards Meeting Requirement 1

- Lassen College has identified gaps in processes and the effective implementation of processes.
- The College received an IEPI grant in February 2021 that will focus on the development of a long-term Educational Master Plan, that will include supporting long-term capital/facilities, human resources, information technology planning. The IEPI grant also has funding to develop and support (with software) a current Student Enrollment Plan and provides funding for Professional Development.
- As of Spring 2021, the College has:
 - Mapped 471 of 505
 - Completed 11 of 13 program reviews. One was intentionally pushed back to the hiring of a DSPS Director, and the Gunsmithing IPR has been tabled by the Academic Senate for further review.
 - Completed all steps of the published annual planning and budgeting process for 2021-2022
 - Has provided trainings in Program Reviews, Student Learning Outcomes and mapping
 - Compiled a list of gaps in current processes to give direction on improvements (*EV 1.38 Process Gap List*).

Next Steps in Meeting Requirement 1

- Academic Senate has taken responsibility for the annual implementation of the Instructional Program Review Process.
- Academic Senate is assessing for improving the Program Review process and template for Fall 2021 implementation.
- Complete the hiring of a SLO Coordinator for Fall 2021.
- Assess, select, install, utilize and training on a new Institutional Research software for Spring 2022.
- Follow the new NIPR Schedule.

List of Evidence for Requirement 1 Response

- EV 1.1 IPR Handbook page 4
- EV 1.2 Academic Senate minutes, September 23, 2020
- EV 1.3 2020-2021 IPR Timeline
- EV 1.4 Academic Senate Minutes
- EV 1.5 Curriculum agenda
- EV 1.6 SLO handbook
- EV 1.7 ISLO/PSLO surveys
- EV 1.8 LCC Strategic Plan
- EV 1.9 IPR Peer Review Checklist/Rubric, Academic Senate minutes, 2020-2021 IPR timeline
- EV 1.10 2020-2021 IPR Timeline
- EV 1.11 Academic Senate minutes, October 14, 2020
- EV 1.12 Academic Senate minutes
- EV 1.13 Lisa's 5/24/2021 to accreditation workgroup
- EV 1.14 Meeting minutes
- EV 1.15 Consultation Council minutes December 7, 2020
- EV 1.16 NIPR Handbook
- EV 1.17 Consultation Council minutes, December 7, 2020
- EV 1.18 Academic Senate minutes
- EV1.19 Board minutes, May 19,2021
- EV 1.20 Curriculum minutes, October 20, 2020
- EV 1.21 Curriculum minutes, November 17, 2020
- EV 1.22 Convocation schedule
- EV 1.23 ISS
- EV 1.24 ISS Job
- EV 1.25 ISS Exam
- EV 1.26 Strategic plan
- EV 1.27 IEPI grant application
- EV 1.28 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
- EV 1.29 Academic Senate minutes, March 24, 2021; Consultation Council minutes, April 12, 2021; and Board minutes, May 11, 2021
- EV 1.30 Planning Budget handbook
- EV 1.31 IEPI grant status report
- EV 1.32 LCC Evaluation surveys
- EV 1.33 IEPI grant application
- EV 1.34 consultation agenda/minutes

- EV 1.35 listed surveys from Canvas accreditation course
- EV 1.36 Consultation Council minutes
- EV 1.37 Budget and Planning handbook
- EV 1.38 Process Gap List

Requirement 2:

In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level.
(I.B.2, I.B.4, II.A.3, II.A.11, II.A.14) (TR-18, 19, 26)

Evidence of Meeting Requirement 2

At the ACCJC visit in March 2020, Lassen College (LCC) was found to be deficient in "...regularly assess(ing) student learning outcomes at the course, program, and institutional level." The College admits that this is an area the district has struggled with meeting this standard adequately. The College decided to take a step back and provide some foundational support and create a culture of data driven decision making before jumping into "regularly assessing student learning outcomes at the course, program, and institutional level." We tackled this recommendation in small manageable steps starting Fall 2020. Since the College has not been collecting data regularly and for many years, it was important to train new faculty, update the forms and revitalize the process. The College's accreditation team provided support to the faculty in the form of the following training opportunities and updating outdated items:

1. August 13, 2020-The accreditation tri-chairs provided a flex training (*EV 2.1 fall flex schedule*) on How to Make Your SLO's (Student Learning Outcome)/AUO's (Administrative Unit Outcome) Work for You (*EV 2.2 How to Make your SLO's/AUO's Work for You PowerPoint*). This training defined SLO assessment, identified the appropriate form to use when reporting SLO's, how this process relates to LCC Mission/PSLO's (Program Student Learning Outcomes/GESLO (General Education Student Learning Outcomes)/ ISLO (Institutional Student Learning Outcomes), and how to map your student learning outcomes.
2. August 13, 2020-LCC's Interim Dean of Instructional Services, provided an Instructional Program Review (IPR) Orientation/Planning Overview flex training (*EV 2.3 fall flex schedule, Instructional IPR Orientation/Planning Overview PowerPoint and recording*). This training provided a broad overview of tasks needed to be completed for a strong Instructional Program Review. It was attended by those who needed to complete their IPRs and any additional faculty wishing to receive a refresher of the process. The administration has held faculty accountable for completing IPRs and will not support budgetary requests unless the IPR is current (*EV 2.4 Educational Master Plan*).
3. September 1, 2020-The accreditation tri-chairs provided a SLO Breakout session at Fall Convocation (*EV 2.5 Fall Convocation agenda*). This training was to provide SLO training for those who were unable to attend the Flex opportunity.

4. September 1, 2020-LCC's VP of Administrative Services and Interim Institutional Effectiveness provided an AUO Breakout session (*EV 2.6 Fall Year Convocation presentation AUO Breakout session, recording is located in the Canvas course*) at the Fall 2020 Convocation (*EV 2.7 Fall 2020 Convocation agenda*). This presentation reviewed the importance of AUOs, how to create a measurable AUO, the process to update an AUO, and how critical it is to close the loop.
5. September 23, 2020-The Academic Senate discussed the proposed adjusted IPR timeline to facilitate completion of late IPRs (*EV 2.8 IPR Handbook with new adjusted timeline*) with approval on October 14, 2020 (*EV 2.9 Academic Senate agendas and minutes, Sept 23, 2020 and October 14, 2020*) and on October 12, 2020 Consultation Council provided their approval (*EV 2.10 CC agenda and minutes, October 12, 2020*). Some of the changes included in the new IPR Handbook were adjustments to the timeline, new programs were added, and review of two-year advising plans. The objective was to complete all past due IPRs within 2020-2021 academic year.
6. In September 14, 2020 (*EV 2.11 Consultation Council agenda, September 14, 2020*), the Strategic Plan (including Mission and Institutional Student Learning Outcomes) was taken to Consultation Council to review. Changes were suggested and discussed at the September 28, 2020 (*EV 2.12 Consultation Council agenda and minutes, September 28, 2020*) meeting. The Strategic Plan suggestions were approved by Consultation Council October 12, 2020 meeting and approved by the board on December 15, 2020 (*EV 2.13 Consultation Council agenda and minutes, October 12, 2020; Board minutes, Strategic Plan, December 15, 2020*).
7. September 24, 2020 and November 5, 2020 The NIPR (Non-Instructional Program Review) Handbook was taken to Institutional Effectiveness Master Planning Committee (*EV 2.14 IEMP agenda and minutes, September 24, 2020 and November 5, 2020*) for review and approval of the handbook with changes to include updates to the programs and due dates on November 19, 2020 (*EV 2.15 IEMP agenda and minutes, November 19, 2020*).
8. October 14, 2020-The Interim Instructional Dean offered an additional IPR Orientation. The Dean reviewed the new timeline for "on time" and "late" IPRs (*EV 2.16 IPR Handbook, page 2 new timeline for on time and late IPR*).
9. October 30, 2020-A LCC instructor provided an additional training opportunity to address SLO reporting (*EV 2.17 email to staff, recording in Canvas course*). This training introduced the new SLO form, another example of how to map your SLOs, and answer any question from faculty.
10. An Accreditation Week, held October 26-30, 2020, (*EV 2.18 Accreditation Week email/flyer*) was held to bring awareness to the accreditation process, our recommendations, updates, and all things accreditation. The intention was to support

the faculty through the process and move to a computerized system to make program planning more efficient and meaningful. Accreditation Week was used to unveil the Accreditation Canvas course (*EV 2.19 Canvas Accreditation course*). It was created as a repository to house accreditation information such as the items mentioned above: presentations recordings, documents/forms, explanations of processes (i.e., how to create an SLO), handbooks (i.e., budget and planning), governance/budget/planning process, etc (*EV Canvas shell*). This information will continue to be used for future reference as a new employee or an existing employee attempting to update on a specific area. This is a work in progress and the tri-chairs continue to add content and information based on requests or discovery of important details which will help maintain our continuous improvement mindset and a culture of shared understanding of processes and resources available to facilitate processes.

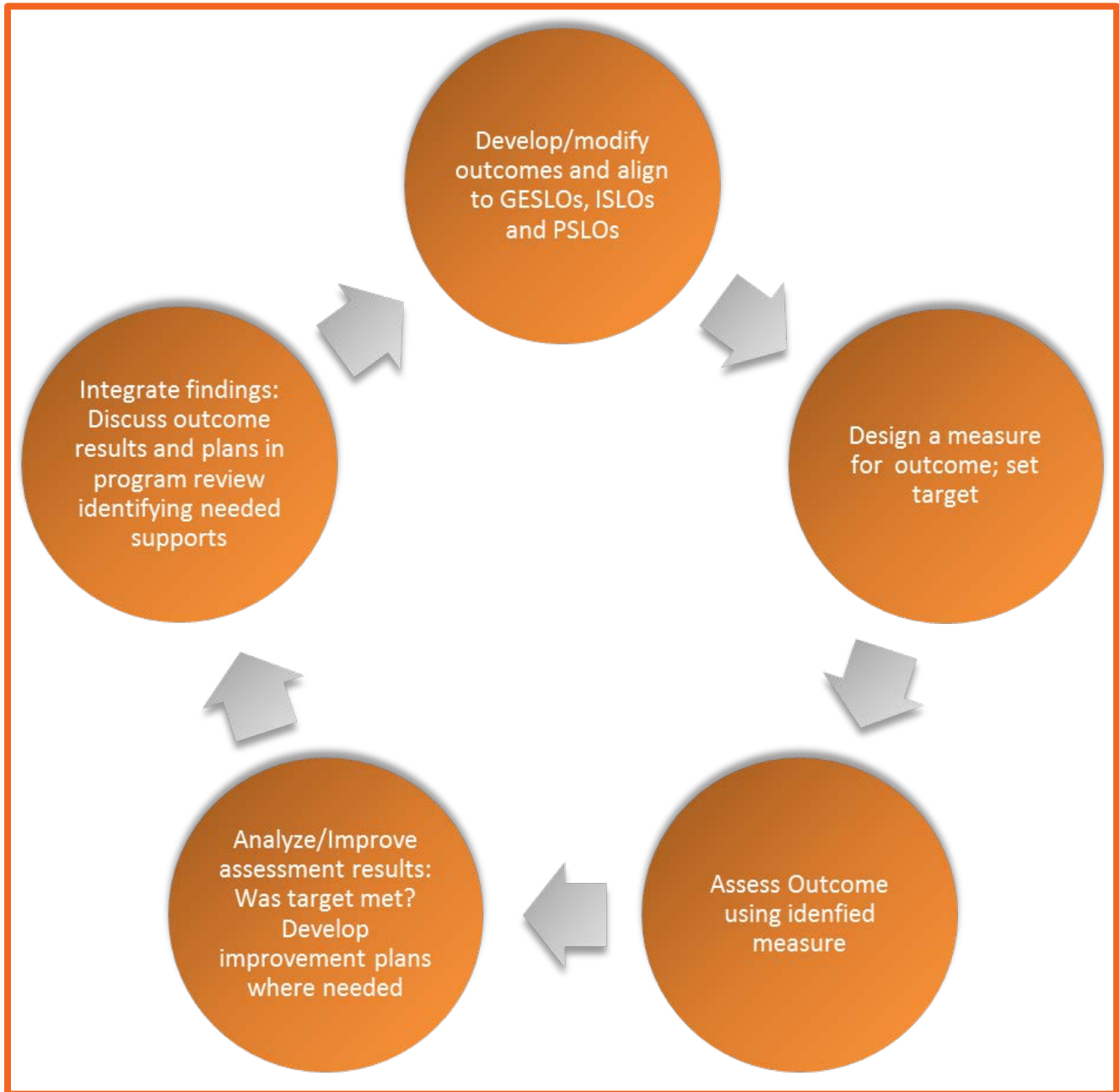
11. November 17, 2020-New SLO and PSLO mapping documents were approved by the Curriculum Committee (*EV 2.20 Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020*)
12. December 2, 2020-The Institutional Effectiveness Master Planning Committee proposed a new NIPR timeline (*EV 2.21 Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020*) and included it in the NIPR Handbook (*EV 2.22 NIPR handbook*).
13. December 4, 2020-Another SLO Mapping workshop was held (*EV 2.23 SLO PowerPoint, recording is provided in Canvas course*).
14. Curriculum started to see SLOs and PSLOs submissions (*EV 2.24 Example Curriculum agenda and minutes December 15, 2020 SLO History, January 19, 2021 PSLO example Social Science*).
15. February 2, 2021-(*EV 2.25 Spring convocation agenda, recording*) An LCC instructor provided a flex training to introduce the newly approved PSLO (Program Student Learning Outcomes) form, how to use it, and what forms were required to make changes to their PSLO's. Faculty were encouraged to complete SLO and PSLO mapping by April 6, 2021 (*EV 2.26 Chad's email to faculty*).
16. March 24, 2021-LCC's Institutional Set Standards with data and stretch goals were approved by Academic Senate (*EV 2.27 Academic Senate agenda and minutes, March 24, 2021*). The discussion included a conversation about how the stretch goals were established and how these standards align with Lassen College's Mission.
17. As of May 28, 2021, Lassen College completed and submitted to Curriculum 471 maps out of 505 active courses with one more Curriculum meeting. That is 93.27% completion rate. This has been an incredible accomplishment and speaks well of our faculty, administration, Curriculum, and accreditation team (*EV2.28 Curriculum Chair update*).

On March 24, 2021, Academic Senate (*EV 2.29 Academic Senate agenda and minutes*) and on April 6, 2021, Curriculum and Academic Standards Committee (*EV 2.30 Curriculum Agenda, discussion*) met and approved the new SLO Handbook (*EV 2.31 SLO Handbook*) which is posted to the Accreditation Canvas course (*EV 2.32 Canvas course*) and the Institutional Effectiveness webpage (*EV 2.33 Institutional Effectiveness portal page, <https://mylassen.lassencollege.edu/IE/Pages/default.aspx>*). The handbook includes content that speaks to definitions of the different types of SLOs, the SLO assessment cycle, how SLOs are included in a program review, suggestions on how to create SLOs, a Department Improvement Plan Brainstorming form, and an FAQ section. All LCC courses are approved by the Curriculum Committee, which include the student learning outcomes. SLOs are linked to one of LCC's Mission goals (i.e. Transfer, Economic/Workforce Development, or Basic Skills) (*EV 2.34 Lassen's Strategic Plan*), the appropriate GE Student Learning Outcome(s) (*EV 2.35 GE SLO's (PDF) and ([website link](#))*) and Institutional Student Learning Outcome(s) (*EV 2.36 ISLO's in Strategic Plan*). SLOs are aligned with one or more PSLOs. PSLO's approvals are also completed by the Curriculum Committee.

Lassen College's current SLO cycle consists of the following assessment schedule (see graph below). Each step is addressed in more depth in the SLO Handbook (*EV 2.37 SLO Handbook*) but essentially LCC faculty will develop a course outcome(s) that is aligned with GE SLOs, ISLOs, and PSLOs. Lassen College is in the process of updating and confirming alignment with GE/PSLO/ISLO's during the 2020-2021 school year. A measure is developed, and a target is set. Per contract, the following items are required (*EV 2.38 LCFA contract, page 20*):

1. "Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of the class."
2. "Implementation of the assessment method as indicated on the SLO plan for each class."
3. "Submission of the results of the assessment method and steps taken as a result of the assessment within 8 district business days after the last day of finals."

Lassen College will assess the SLO's and include closing the loop, mentioned in the newly revised SLO Handbook (*EV 2.39 SLO Handbook*), by analyzing the results in conjunction with others in the department and at Academic Senate which could include discussions on teaching methodologies and effects on the student learning outcomes and if the target was met. Improvement plans will be developed where necessary which will be addressed in the program reviews. The Improvement Plan will be included in the IPR which could then feed into the budgetary process if appropriate.



The district has measured course SLOs more regularly than any other SLO's (GE SLO's, PSLO's, and ISLO's). However, the college does not currently have a database/system in place to house this information. Over the last decade LCC has seen many systems to house our SLO data (i.e., WEAVE, a home-grown system, Qlik). Recently, Lassen College's Institutional Effectiveness department created a spreadsheet (*EV 2.40 IE SLO spreadsheet*) to house this information as a temporary solution. The district used the spreadsheet while exploring other software systems (i.e., Canvas and/or Watermark) and will continue to use

this methodology until a new software application can be selected and implemented. The plan is to select and implement a software system by spring 2022 as an outcome of the College's IEPI grant it is currently working on that includes assessing and improving planning, developing a Strategic Enrollment Plan and staff development opportunities focusing on a districtwide shared understanding of its processes that support its mission, strategic goals, institutional set standards, and long-term planning (*EV2.41 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit*). Spring 2021, an SLO Coordinator position was being negotiated to support our SLO efforts.

During the 2020-2021 school year the College lost its Instructional Designer. However, in March 2021 the position was rehired (*EV 2.42 LCC Board meeting agenda and minutes, March 9, 2021*). This position is critical in providing faculty support as we move forward with setting up the new software system. On May 14, 2021, a few of the accreditation workgroup members participated in a presentation of the product Ellumen and explored the function of SLO reporting. The members took their recommendation back to the workgroup and decided to continue its search in hopes of making a selection by Spring 2022.

The College still has some work to do before it can be said that we assess at the course, program and institution level regularly. On March 24, 2021, LCC tri-chairs proposed a pilot program to Academic Senate (*EV 2.43 Academic Senate agenda and minutes, March 24, 2021*). The pilot program was approved at the April 14, 2021 meeting (*EV2.44 Academic Senate agenda and minutes, April 14, 2021*) and endorsed by Consultation Council on April 26, 2021 (*EV2.45 Consultation Council minutes April 26, 2021*). The goal of the spring and summer 2021 pilot, was to gather PSLO and ISLO data, assess methods, and design methodology improvements for future data collection. The programs selected were intentional as those IPRs are due Fall 2021. The proposal included the following programs: Mathematics/Natural Science, Physical Education (area E2) Athletics, Administration of Justice, Automotive Technology, Agriculture, Business, Child Development, and Information Systems. The goal was to have each graduate complete a PSLO Survey (*EV 2.46 PSLO Survey*) for each program they completed and one (1) ISLO survey (*EV 2.47 ISLO Survey*). The pilot program started with the Institutional Effectiveness Office who reached out to students at graduation practice, email of the PSLO survey, and a text message of the ISLO survey.

Analysis and Evaluation of Requirement 2

Requirement 2: *In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level.*

Through analysis and evaluation, Lassen College has determined that **Requirement 2 has been partially met.**

The College has focused on facilitating regular assessment of student learning outcomes at the course level with data, training, and taking the time to assess its current process and timeline and improving on it during the 2020-2021 academic year. The Academic Senate, which has actively been involved with building this foundation during the 2020-2021 year, has recognized and committed that the regular assessment of student learning of courses and program is the responsibility of the Academic Senate (*EV 2.48 Accreditation Next Steps Email, March 31, 2021*).

Work will continue regarding the assessment of student learning outcomes at the program and institutional levels which is outlined in the two-year plan (see below and in SLO Handbook) which will provide structure to regularly assess student learning outcomes at the course, program, and institutional level above.

Accomplishments and Outcomes Towards Meeting Requirement 2

- Lassen College has worked hard on this recommendation. We have made marketable progress in a short period of time to get to where we are now. However, we understand it will take consistency with best practices to reach our goal. The College has established a manageable timeline and expect to meet this standard in its entirety by the end of 2022-2023 school year.
- Our faculty, Academic Senate, and administration has worked hard to get Lassen College back on track with our IPR process and schedule. At the beginning of 2019-2020 school year, Lassen College had 13 IPR's that were late or due. As of May 28, 2021, six have been completed and board approved. Five IPR's are going to the June board meeting. LCC knew the DSPS IPR would not get completed this year due to lack of a full time hire in the director position. This only leaves the Gunsmithing IPR outstanding which was tabled by Academic Senate for additional review in August. As a result, all IPRs were updated and approved in the 2020-2021 school year with the exception of the two mentioned (*EV 2.49 Academic Senate IPR update email*).
- As of May 28, 2021, Lassen College completed and submitted to Curriculum 471 maps out of 505 active courses with one more Curriculum meeting. That is 93.27% completion rate. This has been an incredible accomplishment in that it was accomplished in 10 months and speaks well of our faculty, administration, Curriculum, and accreditation team (*EV2.50 Curriculum Chair update*).

Next Steps for Meeting Requirement 2

The College has developed an SLO Process Improvement timeline. The following are comments that have been mentioned throughout the process and will be discussed as the fine tuning of this process continues to develop regular assessment of student learning outcomes at the course, program, and institutional level:

Summer 2021

1. Academic Senate to revise and adopt IPR template. Academic Senate determined to develop a workgroup to address this issue over summer (*EV 2.51 Academic Senate minutes May 12, 2021*).
 - a) Include PSLO assessment
 - b) Include a reflection of data
 - c) How does Assessment drive Program Improvement?
 - d) Address plans for improvement to ISLO/PSLO data
 - e) Reference Budget Prioritization Criteria
 - f) Curriculum Evaluation includes SLO/PSLO mapping
 - g) How to close the loop of SLO reporting

2021-2022

1. Cabinet/IEMP to revise and adopt NIPR template
 - a) Connection to College Mission
 - b) Any outside compliance issues (Title 5, ACCJC, etc.)
 - c) Identify how to collect data for all NIPRs
 - d) 1 survey for all NIPRs to students
 - e) Reflection on Data
 - f) Identify Improvements and re-assess
 - g) IE office identify data distribution schedule
2. Finish Institutional Effectiveness spreadsheet for SLO and PSLO mapping in Fall 2021
3. Consistent assessment of SLO -Need to address how to close the loop on those courses that are not offered every term or even every year. How to flag for instructors to revisit the recommendation of changes from the previous course offering? Make sure the recommendation changes are included in the next course offering and identify if student achievement improved. Do we recommend review in recommended annual updates? Or, does it need to be a required task?
4. Consistent mapping, aligning course SLOs to ISLOs, PSLOs, and GESLOs
5. Exploration and demo of SLO software system (Spring 2022)
6. Conduct post graduate surveys beyond the ones for IPRs due next year
7. Academic Senate to revise and adopt IPR template

8. Purchase and begin to implement student learning outcome system
9. Train Institutional Effectiveness, IT, faculty
10. Continue to use stop gap (spreadsheet) to report SLO and Student Achievement Standards until a new software application is selected and successfully implemented.
11. Hire a dedicated researcher to provide consistent distribution of data, reporting, and apprised of deadlines that affect that department
12. Integration of improved SLO data in IPR
13. Integration of IPR prioritized recommendation in planning process
14. Evaluate pilot and move forward with plan to measure PSLOs and ISLOs. Develop improvement plans for furthering robust SLO assessment.
15. Testing of student learning outcome software system(s)

2022-2023

1. Complete implementation of student learning outcome system, regularly assess SLOs, PSLO, ISLOs and Student Achievement Standards
 - a) Follow re-evaluation in IPRs/NIPRs
 - b) Report Improvements or modifications

List of Evidence for Requirement 2

- EV 2.1 Fall Flex Schedule
- EV 2.2 How to make your SLO's/AUO's Work for You Power Point
- EV 2.3 Fall flex schedule, Instructional program Review Orientation/Planning Overview PowerPoint and [online recording](#)
- EV 2.4 Educational Master Plan
- EV 2.5 Fall Convocation agenda
- EV 2.6 Fall's Convocation presentation AUO Breakout session, [online recording](#) (also located in the Canvas course)
- EV 2.7 Fall 2020 Convocation agenda
- EV 2.8 IPR Handbook with new adjusted timeline
- EV 2.9 Academic Senate agendas and minutes September 23, 2020 and October 14, 2020
- EV 2.10 Consultation Council agenda and minutes, October 12, 2020
- EV 2.11 Consultation Council agenda, September 14, 2020
- EV 2.12 Consultation Council agenda and minutes, September 28, 2020
- EV 2.13 Consultation Council, October 12, 2020; Board agenda and minutes, Strategic Plan, December 15, 2020 Strategic Plan Board minutes
- EV 2.14 IEMP agenda and minutes September 24, 2020 and November 5, 2020
- EV 2.15 IEMP agenda and minutes, November 19, 2020
- EV 2.16 IPR Handbook, page 2 new timeline for on time and late IPR

- EV 2.17 email to staff, recording in Canvas course
- EV 2.18 Accreditation Week email/flyer
- EV 2.19 Canvas Accreditation course
- EV 2.20 Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020
- EV 2.21 Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020
- EV 2.22 NIPR handbook
- EV 2.23 SLO PowerPoint and [online recording](#) is provided in Canvas course
- EV 2.24 Example Curriculum agenda and minutes December 15, 2020 SLO History, January 19, 2021 PSLO example Social Science
- EV 2.25 Spring convocation agenda and [online recording](#)
- EV 2.26 Chad's email to faculty 1
- EV 2.27 EV 2.27 Academic Senate agenda and minutes, March 24, 2021
- EV 2.28 Curriculum Chair's Update
- EV 2.29 Academic Senate agenda and minutes, March 24, 2021
- EV 2.30 Curriculum Agenda, discussion, April 6, 2021
- EV 2.31 SLO Handbook
- EV 2.32 Canvas course
- EV 2.33 Institutional Effectiveness Portal (PDF) and ([portal web site link](#))
- EV 2.34 Lassen's Strategic Plan
- EV 2.35 GE SLO's (PDF) and [website link](#)
- EV 2.36 ISLO's in Strategic Plan
- EV 2.37 SLO Handbook
- EV 2.38 Lassen College Faculty Association contract, page 20
- EV 2.39 SLO Handbook
- EV 2.40 Institutional Effectiveness SLO spreadsheet
- EV 2.41 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
- EV 2.42 LCC Board meeting agenda and minutes, March 9, 2021
- EV 2.43 Academic Senate agenda and minutes, March 24, 2021
- EV 2.44 Academic Senate agenda and minutes, April 14, 2021
- EV 2.45 Consultation Council minutes, April 26, 2021
- EV 2.46 PSLO Survey
- EV 2.47 ISLO Survey
- EV 2.48 Accreditation Next Steps email, March 31, 2021
- EV 2.49 Academic Senate IPR update email
- EV 2.50 Curriculum Chair update
- EV 2.51 Academic Senate minutes, May 12, 2021

Requirement 3:

In order to meet the standard, the team recommends the College establish a process for setting institution-set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement (I.B.3), (TR-19, 20)

Evidence of Meeting Requirement 3

The Establishment of Institution-set Standards:

Lassen Community College (LCC) has established Institution Set Standards (ISS) for student achievement that were determined through a collaborative process with the Academic Senate. The College has five general Institution Set Standards for student achievement (*EV 3.1 ISS*), and also Institution Set Standards for job placement (*EV 3.2 ISS Job*) and for CTE licensure exams (*EV 3.3 ISS Exam*).

The five institutional standards include:

1. Completion is the number of students who receive a successful grade over the number of students who are enrolled in the course.
2. Fall-to-Fall Retention is the percent of students retained from fall to fall.
3. Degrees Awarded is the number of students who received a degree in the academic year.
4. Certificates Awarded is the number of students who received a certificate in the academic year.
5. Four-Year Transfer is the number of students that transfer to a to 4-year institution in the academic year.

All LCC Institution Set Standards are aligned with the Mission of the College and reflect student achievement:

“Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.” Board Approved December 15, 2020 (*EV 3.4 Mission*).

Assessment of ISS Results:

To date, the College has assessed the results of the Institution Set Standards only as part of the Annual ACCJC report, not as part of a continuous improvement process within the College itself. The College has made significant progress towards addressing this procedural gap. The LCC Academic Senate discussed Lassen College's Institution Set Standards at its December 9, 2020 meeting (*EV 3.5 Academic Senate Minutes, December 9, 2020*). Academic Senate expressed a desire to examine what other California Community Colleges have for their Institution Set Standards and review what the ACCJC requirements are in comparison to the existing Lassen College Institution Set Standards.

The Institution Set Standards were discussed and reviewed at the February 24, 2021 Academic Senate meeting. Revisions were then discussed at their March 10, 2021 meeting. Subsequent analysis of longitudinal data then resulted in further adjustments to the specific numerical goals within the standards. This process resulted in not only the adjustment of the baseline goals, but also the establishment of stretch goals for all of the standards.

A robust dialogue occurred by Academic Senate at their March 24, 2021 meeting. All discussions regarding approval of these standards involved not only setting the goals according to data analysis, but also how the college can improve its performance towards meeting these goals. This included a review of the ACCJC requirements along with associated data on the achievement of the existing Lassen College Institution Set Standards. This data was presented in its entirety as part of the presentation at this meeting, as is currently presented within the annual ACCJC report, and was used in the development of methodologies to monitor and adjust the standards in subsequent years. Revisions to the Institution Set Standards included the adjustment of goal numbers within the standards, as well as each individual standard being numbered (ISS# 1 through ISS# 7) to foster more convenient communication of the standards. The three separate documents of all Institution Set Standards were also combined into one single document that now shows all Institution Set Standards for the College. The final version of the Institution Set Standards was approved by Academic Senate at their March 24, 2021 meeting. These revised standards will be implemented after approval of the final version of the Institution Set Standards by Consultation Council approval at their April 12, 2021 meeting. Lastly, the final, approved standards were presented as an informational item to the Board of Trustees at their May 11, 2021 meeting (*EV 3.6 Board minutes, reformatted Institution Set Standards, May 11, 2021*).

Institution Set Standard (ISS) numbers 1 through 5 relate to completion rates, retention rates, number of degrees and certificates awarded, and transfer rates. The methodology

implemented in the newly approved versions of these standards involved longitudinal analysis of data to determine overall and rolling three-year averages for each data set. These averages were then used to set new baseline and stretch goals and present a repeatable methodology that allows the College to review and easily revise these standards in February of each year moving forward. ISS # 6 (Licensure Pass Rates) and #7 (Job Placement Rates) used analysis of both historical and Perkins data to determine baseline and stretch goals, data which will also be used in the annual review performed each February. In this annual review, the Academic Senate will review the standards and assess performance relating to how the College did in meeting the standards Baseline and stretch goals will then be adjusted according to data analysis in a manner that both monitors and challenges institutional performance.

Analysis and Evaluation of Requirement 3

Requirement 3: *In order to meet the standard, the team recommends the College establish a process for setting institution-set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement.*

Through analysis and evaluation, Lassen College has determined that **Requirement 3 has been met.**

The College has established Institution Set Standards. The achievement results of these standards have historically only been presented in the ACCJC Annual Report, but the College is incorporating these results into a regular process of analysis—with a repeatable methodology—to inform continuous improvement. The College has implemented an annual review process to review the standards, to analyze how the standards help Lassen College to achieve its mission, and to assess Institution Set Standards achievement results. This discussion will also include a comparison of LCC ISS to the US Department of Education College Scorecard data elements. This process began in February 2021 with a review of the standards through the shared governance process and will be an annual review process in February moving forward. This review process will assess whether the Institution Set Standards:

- Monitor as well as challenge institution performance
- Demonstrate awareness and use of key metrics in the USDE College Scorecard.
- Foster a Broad-based understanding of the priorities and actions to achieve and exceed institution-set standards.
- Achievement results are reviewed annually to assess institution performance

- Addresses instances of institution-set standards not being met by establishing and implementing plans for improvements that enables attainment of the standards.
- Dialogue regarding the assessment of Institution Set Standards occurred with faculty over multiple meetings and was a rich and robust review of the revision to the standards that ensured that the goals monitor and challenge institutional performance.

Having been regularly included in the ACCJC Annual Report, the College has always publicized achievement results of the Institution-set Standards but is working towards improving the public dissemination of these results to a wider and more appropriate audience. One of the methods to improve the appropriate publication of ISS achievement results will be to include of this data in the next and future LCC Annual Reports. The ISS results are published in the area of Institution Effectiveness on the LCC web site ([EV 3.7 Institutional Effectiveness Website \(PDF\)](#) and [\(website link\)](#)).

Accomplishments and Outcomes Towards Meeting Requirement 3

- The College has established Institution Set Standards that are appropriate to its mission.
- The Institution Set Standards are published to the College web site and the LCC Annual Report.
- The College has established a plan, a path forward, to close the gaps in this process and to bring the process into full compliance with ACCJC standards. This process will include an ongoing dialogue on the Institution Set Standards which will include the implementation of a process to assess achievement of those standards in order to ensure continuous improvement of institution performance.

Next Step(s) in meeting Requirement 3

- The College is exploring the development of methods to further disaggregate the data by program and other data elements. In doing this, the College would make the data more potentially usable to further continuous improvement for specific equity groups within the student body.
- Include the Institutional Set Standards (ISS) results the next and future LCC Annual Reports.

List of Evidence for Requirement 3 Response

- EV 3.1 ISS
- EV 3.2 ISS Job
- EV 3.3 ISS Exam
- EV 3.4 Mission
- EV 3.5 Academic Senate Minutes, December 9, 2020
- EV 3.6 Board minutes, Reformatted Institution Set Standards, May 11, 2021

- EV 3.7 Institutional Effectiveness Website ([PDF](#)) and ([website link](#)).

Requirement 4:

In order to meet the standard and the commission policy, the team recommends the College develop a transfer of credit policy and publish the information.
(II.A.10 & Commission Policy on Transfer of Credit) (TR-26, 27)

Evidence of Meeting Requirement 4

Alignment with Mission, Strategic Plan, and Institutional Set Standards:

Lassen College's Mission and Strategic Goals drives the student's experience with transferring to or from another institution in the following ways:

- LCC's Mission states that "the core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instructions." (*EV 4.1 2020-2021 LCC's Strategic Plan, Mission*)
- LCC's Strategic Plan identifies that one of Lassen College's Student Success values includes "Recognizing and minimizing barriers to student success" (*EV 4.2 2020-2021 LCC's Strategic Plan, Student Success Values*).
- LCC's Student Success Strategic Goal notes "Provide a college environment that reaches out to and supports students, minimizing barriers, and increases opportunity and access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning" (*EV 4.3 2020-2021 LCC's Strategic Plan, Student Success Strategic Goal*).

Lassen College Institutional Set Standards, specifically our four-year transfer and completion goals, benefit from LCC's efforts of implementing, or updating, policy and documents to provide a strong foundation for students to seamlessly transfer credit to and from our institution (*EV 4.4 2020-2021 LCC's Institutional Set Standards, #1 and #5, Academic Senate agenda and minutes, March 24, 2021*).

Development and refinement of transfer of credit policy:

In August 2020, the College's Counseling Department was tasked with reevaluating and refining key components for a robust transfer policy. LCC already had a policy that reflected the following opportunities to transfer credit:

- Courses are submitted to C-ID, when appropriate, in hopes of receiving the common course number. As a result, students and counselors can easily identify a common course across campuses. C-ID numbers are noted with the course in the LCC course

catalog (*EV 4.5 2020-2021 LCC Catalog, page 38*). The C-ID website link is also used as a reference for counselors. The approved courses help feed into one of Lassen's 14 Associate Degrees for Transfer, creating a seamless admission process into a California State University campus (*EV 4.6 AP 4050*).

- Transferrable courses are submitted for articulation between Lassen College and the UC's and CSU's. The approved courses get published to a public site known as Assist.org (*EV 4.7 Assist.org (PDF) and (website link link)*). Assist.org is our statewide repository of articulation between California Community Colleges, the California State University and University of California systems. The site was inactivated in 2016 in the hopes of creating a new and improved site. Due to technical issues, the new Assist website link did not return until fall 2020. Articulation agreements from 2016 to present are slowly getting updated and published. The site includes CSU/UC transferable courses, CSU GE/IGETC (Intersegmental General Education Curriculum) approved courses, and CSU American Institution approved lists, course to course articulation, and major articulation agreements. The Articulation Officer works with colleges/universities out of state as well. The articulation agreements are usually published on the campus webpage or in their university's TES/Transferology program (*EV 4.8 i.e. UNR TES program (PDF) (website link link), Oregon Institute of Technology (PDF) (website link link), Arizona State University (PDF) (website link link)*).
- Counselors use California State University Executive Order 1036 (*EV 4.9 CSU EO 1036 (PDF) and (website link link)*) to grant permission to veteran students with a DD 214, discharge papers, to satisfy CSU GE Breath Area E. Military credit will be evaluated by using recommendations from the American Council on Education (ACE) Guide (*EV 4.10 ACE Military Guide (PDF) and (website link link)*).
- Administrative Procedure Credit by Exam, now known as Credit for Prior Learning, is a policy used at Lassen College to establish credit for knowledge learned through a process rather than a transcribed course (*EV 4.11 AP 4235*). A student may challenge a course for college credit by completing a Credit by Exam form (*EV 4.12 Credit by Exam form*). Students then take an exam proctored by the instructor of the course. If the exam is passed a grade is earned and posted on the student's transcript. The title of the course is reflected on the transcript with a grade and notated that it was earned via "Credit by Exam."
- Local high school students can earn college credit for taking a high school course articulated with the college by passing the final exam and earning a B or higher in the course. The course is also identified on the transcript as "Credit by Exam," formerly known as 2+2 credit (*EV 4.13 AP 4235, 2+2 form*).

- High school students who take and pass an Advanced Placement course with a score of a 3, 4, or 5 can earn appropriate GE credit, graduation requirement, or advanced placement in a course sequence *(EV 4.14 AP 4235)*.
- College Level Examination Program (CLEP) exam results can be provided to a counselor to be evaluated. Students can receive credit to meet general education, graduation requirement, or advanced placement in a course sequence *(EV 4.15 AP 4235)*.

Established Procedures:

- When transcripts are provided from another regionally accredited institution the Evaluator reviews the coursework by using Assist, Transfer Center Website link, C-ID website link, College Source/TES system, and catalogs to determine course equivalency, general education, and/or course placement.
- Credit then is entered into our system for the student to see in relation to their educational plan. The student, administrative assistant, counselor, or incarcerated program can initiate an evaluation via the new form, verbally, or via email.

Publishing of the transfer information:

- The “New Student” steps on Lassen College’s website link reflects changes that were made once we finalized the policy *(EV 4.16 New Student Registration Steps (PDF) and (website link link))*. The website link mentions that students should share with the college counselor their high school/college transcripts, Advanced Placement (AP)/SAT/ACT/ and now includes CLEP scores and military transcripts.
- The counselor will provide assistance in determining appropriate placement and/or credit to be transferred. If credit is to be granted (i.e., the passing of an AP exam) the Evaluator will input the information into the database.
- Within the New Student page, LCC identifies additional steps for veteran students on a Veteran webpage *(EV 4.17 Veterans (PDF) and (website link link))*. This page now speaks to sharing their military transcript for evaluation.
- On the International Student Webpage *(EV 4.18 International Student orientation (PDF) and (website link link))* the orientation video speaks to bringing the equivalent of high school transcripts and SAT/ACT scores to assist in placement.
- A Transcript Evaluation form has been created for distribution in the incarcerated packet *(EV 4.19 Incarcerated Ppacket)*, shared on our website link *(EV 4.20 LCC Counseling (PDF) and (web site), New Student page, step 8- (PDF) and (web site), Steps to Become a Student page, step 6- (PDF) and (web site), Counseling FAQ question 4- PDF and (web site), student portal- PDF and (web site))*, and provided in LCC student orientation *(EV 4.21 Orientation)* but that is not the sole manner in which a transcript evaluation can be requested *(EV 4.22 Transcript Evaluation Form)*. Transcripts,

AP/CLEP scores, are shared with the Evaluator via student, counselor, correspondence office, or administrative assistant request.

- LCC's catalog also communicates to the student a number of policies, one of them being the transfer of credit process (*EV 4.23 LCC Catalog, pgs. 37-38*). The Board of Trustees webpage that provides access to the public version of Board Docs which houses all of our policies (*EV 4.24 LCC Board Docs (PDF) and (website link)*).
- LCC's Transfer Center webpage (*EV 4.25 LCC Transfer Center (PDF) and (website link)*) provides the student with transfer information such as college searches, Career/Transfer Fair, and the services we provide to ensure successful transfer to the next institution.
- LCC's Admissions Office houses a Transcript Evaluation form in their office (*EV 4.26 Transcript Credit form*) and on the website link (*EV 4.27 LCC's Admission and Records (PDF) and (website link)*) to accommodate students transferring out of Lassen College.

Process of creating a robust policy:

The LCC Counseling Department met once in August and once in September 2020 (*EV 4.28 Counseling department minutes, August 11, 2020 and September 8, 2020*) to conduct discussions on the key components, including ACCJC Transfer Policy of Credit (*EV 4.29 ACCJC Transfer Policy of Credit document*) to be included in the transfer policy. The policy then followed our planning process which included input from the appropriate master planning committee, Academic Senate, and Consultation Council. The outline was sent for review in September 2020 to Academic Senate (*EV 4.30 Academic Senate agendas and minutes, September 30, 2020*). There were continued discussions regarding content of the policy at every Academic Senate meeting in October 2020 (*EV 4.31 Academic Senate agendas and minutes, October 14, 2020 and October 28, 2020*).

The outline of suggestions was forwarded to the Student Services Planning/Student Success Master Planning Committee for review on November 2, 2020 (*EV 4.32 SSP/SS agenda and minutes, November 2, 2020*). The item was tabled as Academic Senate considered including the transfer policy information in Administrative Procedure 4235 to reflect the new Credit for Prior Learning content (*EV 4.33 Academic Senate agenda and minutes, November 25, 2020*). Academic Senate's second read of the policy was held and approved December 9, 2020 (*EV 4.34 Academic Senate agenda and minutes, December 9, 2020*). Consultation Council reviewed this policy on January 25, 2021 (*EV 4.35 Consultation Council agenda and minutes, January 25, 2021*) and was finalized. After receiving Consultation Council approval, the Curriculum Specialist was asked to include the transfer policy content in the Lassen College 2021-2022 Catalog (*EV 4.36 Catalog, page 36*) via email February 6, 2021 (*EV 4.37 email of request, February 6, 2021*). A Transcript Credit form was created by the Evaluator and went to Academic Senate for approval (*EV 4.38 Academic*

Senate agenda and minutes, February 24, 2021) on February 24, 2021 (EV 4.39 Transcript Evaluation form). The general and incarcerated orientations (EV 4.40 incarcerated orientation document) have always included language to request a transcripts evaluation in order to save time and money, but the form was included on page 2 of face-to-face orientation (EV 4.41 screenshot of orientation slide and form in packet). The information was added to our Counseling webpage (EV 4.42 Academic Counseling (PDF) and ([website link](#))).

Analysis and Evaluation of Meeting Requirement 4

Requirement 4: *In order to meet the standard and the commission policy, the team recommends the College develop a transfer of credit policy and publish the information.*

Through analysis and evaluation, Lassen College has determined that **Requirement 4 has been met.**

The College has developed, updated, and adopted transfer credit content (EV 4.43 AP 4235), that is now included in the Credit for Prior Learning policy, and a new form (EV 4.44 Transfer Credit form). LCC's Credit for Prior Learning Policy, which includes the transfer of credit, has been published in the College 2021-2022 Catalog (EV 4.45 2021-2022 LCC Catalog, page 17), Incarcerated webpage (EV 4.46 LCC Incarcerated (PDF) and ([website link](#))), included in the Incarcerated Orientation (EV 4.47 handouts or slide from Orientations), posted to the LCC Counseling website link (EV 4.48 Counseling website link (PDF) and ([website link](#))) and LCC online orientation (EV 4.49 Orientation slide 2).

Accomplishments and Outcomes towards Meeting Requirement 4

- LCC had a solid foundation to address transfer credit for students prior to our visit. Since the Peer Team visit in March 2020, the policy was fine-tuned, and a form was created.
- All of these items have been widely advertised in the standard and incarcerated webpage, orientations, and website link.
- With a clearer policy and new forms now in place, students can easily find access to our transfer of credit process in the catalog, on our webpages, and in our catalogs. With the advertising of the new policy and forms, Lassen College will next develop a webpage, outside the portal, to house articulation information for students.

List of Evidence for Requirement 4 Response

- EV 4.1 2020-2021 LCC's Strategic Plan, Mission
- EV 4.2 2020-2021 LCC's Strategic Plan, Student Success Value
- EV 4.3 2020-2021 LCC's Strategic Plan, Student Success Strategic Goal

- EV 4.4 2020-2021 LCC's Institutional Set Standards, Academic Senate agenda and minutes, March 24, 2021
- EV 4.5 2021-2022 LCC's Catalog, pg. 38
- EV 4.6 AP 4050
- EV 4.7 Assist.org
- EV 4.8 [UNR TES program \(website link link\)](#), [Oregon Institute of Technology \(website link link\)](#), [Arizona State University \(website link link\)](#)
- EV 4.9 CSU EO 1036
- EV 4.10 ACE Military Guide
- EV 4.11 AP 4235
- EV 4.12 Credit by Exam form
- EV 4.13 AP 4235, 2+2 form
- EV 4.14 AP 4235
- EV 4.15 AP 4235
- EV 4.16 New Student Registration Steps
- EV 4.17 Veterans webpage
- EV 4.18 International Student orientation
- EV 4.19 Incarcerated Packet
- (EV 4.20 LCC Counseling (PDF) and ([web site](#)), New Student page, step 8- (PDF) and ([web site](#)), Steps to Become a Student page, step 6- (PDF) and ([web site](#)), Counseling FAQ question 4- PDF and ([web site](#)), student portal- PDF and ([web site](#)))
- EV 4.21 Orientation
- EV 4.22 Transcript Credit Form
- EV 4.23 LCC Catalog, page 37-38
- EV 4.24 LCC's Board Docs website link
- EV 4.25 LCC Transfer Center Webpage
- EV 4.26 Transcript Credit Form
- EV 4.27 LCC's Admission and Records webpage
- EV 4.28 LCC Counseling department minutes, August 11, 2020 and September 8, 2020
- EV 4.29 ACCJC Transfer Policy of Credit document
- EV 4.30 Academic Senate agendas and minutes, September 23, 2020
- EV 4.31 Academic Senate agendas and minutes, October 14, 2020 and October 28, 2020
- EV 4.32 SSP/SS agenda and minutes, November 2, 2020
- EV 4.33 Academic Senate agenda and minutes, November 25, 2020
- EV 4.34 Academic Senate agenda and minutes, December 9, 2020
- EV 4.35 Consultation Council agenda and minutes, January 25, 2021
- EV 4.36 2021-2022 LCC Catalog, page 36

- EV 4.37 email of request, February 6, 2021
- EV 4.38 Academic Senate agenda and minutes, February 24, 2021
- EV 4.39 Transcript Evaluation form
- EV 4.40 incarcerated orientation document
- EV 4.41 screenshot of orientation slide and form in packet
- EV 4.42 Academic Counseling Website link (PDF) and ([website link](#))
- EV 4.43 AP 4235
- EV 4.44 Transcript Credit form
- EV 4.45 2021-2022 LCC Catalog, page 17
- EV 4.46 LCC Incarcerated webpage,
<http://www.lassencollege.edu/academics/distance-learning/Pages/default.aspx>
- EV 4.47 handouts or slide from Orientations
- EV 4.48 link to Counseling webpage
- EV 4.49 Orientation slide 2

Requirement 5:

The College complete its policy process for the program viability policy (II.A.15) (TR-26, 27)

Evidence of Meeting Requirement 5

In support of the College's Mission and the shared governance process, Lassen College's Academic Senate reviewed and discussed a Program Viability and Discontinuance policy during their February 11, 2020 Academic Senate meeting (*EV 5.1 Academic Senate agenda and minutes, February 2, 2020*). To foster a collegial environment Senators discussed the policy again on February 25, 2020 but did not take action as they wanted broader faculty input (*EV 5.2 Academic Senate agenda and minutes, February 25, 2020*). Feedback was received from four faculty members and incorporated into the AP 4021 draft. Action to approve AP 4021 Program Viability and Discontinuance policy, with the additional edits occurred during the March 10, 2020 Academic Senate meeting (*EV 5.3 Academic Senate agenda and minutes, March 10, 2020; AP 4021*).

AP 4021 Program Revitalization or Discontinuance

References: Education Code Section 78016; Title 5 Sections 51022 and 55130; ACCJC Accreditation Standard II.A.15

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is herein defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. Budget concerns shall not be the primary consideration.

- A. A program May be considered for discontinuance only if one or more of the following criteria are fulfilled:
1. The goals and objectives of the program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.

2. The program curriculum no longer aligns with university transfer majors or, General Education requirements of the program no longer meet industry needs and lack demand in the current job market and the program's field is not considered an emerging industry or career path.
3. The program does not meet curriculum standards as defined by Title 5 section 55100.
4. There are insufficient resources to realistically support the program at a sufficient level of quality and the program has experienced either consistent low enrollment, per the Lassen College Faculty Association (LCFA) contract, or statistically significant declining program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal data.
5. The program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.
6. There is universal agreement among faculty in a program that it be merged with or replaced by another related program.

When a specific program fulfills one or more of these criteria, the faculty in the program, college administration, or college Curriculum Committee will contact the Department Chair directly supervising the program and convene a Program Revitalization/Discontinuance Task Force.

- B. A Program Revitalization/Discontinuance Task Force will consist of the following voting members as well as one non-voting member:
 1. At least one faculty member that teaches in the program, or if they are not available, if necessary, the faculty from a closely related field, as selected by a faculty member who teaches in the program.
 2. The Department Chair overseeing the program.
 3. The Dean of Instruction supervising the program.
 4. A representative from the office of Institutional Effectiveness.
 5. The Articulation Officer or designee from counseling who does not teach in the program.
 6. A representative of the Academic Senate who does not teach in the program.

7. The chair of the Curriculum Committee or designee who does not teach in the program.
8. The Vice President of Academic Services, or designee, shall chair the Task Force as a non-voting member but May vote in the case of a tie.

The Task Force will inform the college community that the program is being considered for revitalization or discontinuance after several factors are considered using a holistic approach.

In the spirit of good intentions and future enrollment management and planning, the Task Force, a subcommittee of Academic Senate, will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community.
- Needs of the department as the particular class fits in as part of a program.
- Workforce development;
- Currency and accuracy of Program Review;
- Quantitative and Qualitative data;
- Core indicators from Chancellor's Office;
- Local labor market information through EDD (Employment Development Department) and or employer Program Advisory Committees and surveys; North-Far-North Consortium, Centers of Excellence;
- Reputation and skills of program and/or staff;
- FTES generated by program;
- Other funding sources, such as grants or contributions from business and industry;
- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within past three years;
- Special leadership, integration or cross discipline projects in which the program is involved;
- Possibility of merging or replacing program with a related program;
- Feedback from the Advisory Board from the affected CTE program.

A public comment session will be called, followed by a closed Task Force meeting in order to decide on one of three directives (see below).

C. The Program Revitalization/Discontinuance Task Force will give one of the following directives to the college Curriculum Committee in writing:

1. Directive A - Program Continuance: The program is accepted in its current state.
2. Directive B - Revitalization Effort: The Task Force will assist program faculty and other involved parties in developing a process/plan and associated time table to revitalize the program. Resources will be allocated as necessary; in order to improve program enrollment, retention, completion and other measures of program success. Some areas to be considered are: in-depth revision of the program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

The Task Force will specify the desired levels of improved performance as directed and overseen by the task force chair or designee. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:

- a) Accept the program in its current state (Directive A);
 - b) Give the program an extension of two semesters under the current revitalization efforts and, at the end of the extension, the Task Force will reconvene and re-evaluate;
 - c) Create a new plan to improve program performance. This plan will then be implemented over the following 12 months;
 - d) Discontinue the program (Directive C).
3. Directive C - Program Discontinuance: The program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their program(s) of study

in accordance with the rights of students as stipulated in the college catalog.

Office of Primary Responsibility: Office of Instruction

Approved by Academic Senate: 3/10/20

Reviewed by Consultation Council: 4/13/20

Updated: 5/27/2020

The AP 4021 policy was reviewed by Consultation Council on April 13, 2020 (*EV 5.4 Consultation Council agenda and minutes, April 13, 2020*) and then updated on BoardDocs on May 27, 2020 (*EV 5.5 AP 4021 Program Revitalization or Discontinuance*).

Analysis and Evaluation in Meeting Requirement 5

Requirement 5: *The College complete its policy process for the program viability policy.*

Through analysis and evaluation, Lassen College has completed and adopted Program Revitalization or Discontinuance Policy AP 4021 and determined that **Requirement 5 has been met.**

Policy 4021 has been embedded in our planning process through Instructional Program Review which is aligned with our mission which guides decision-making, planning and resource allocation (*EV 5.6 Instructional Program Review Handbook, page 7*)

Accomplishments and Outcomes towards Meeting Requirement 5

The Policy has already been utilized. As per AP 4021, the Chief Instructional Officer created a task force to review programs that May need revitalized or discontinued in fall of 2020. The members included:

- Colleen Baker (Academic Senator)
- Carie Camacho (Chief Instructional Officer)
- David Corley (Institutional Effectiveness Office)
- Lisa Gardiner (Division Chair)
- Roxanna Haynes (Dean of Instruction)
- James Kleckner (Art Faculty)
- Chad Lewis (Curriculum Chair).
- Andy Rupley (Division Chair)
- Adam Runyan (Academic Senate President)
- Alison Somerville (Articulation Officer)
- Celeste Wiser (Academic Senator)

The first task force meeting occurred on October 6, 2020 (*EV 5.7 Taskforce minutes, October 6, 2020*). During this meeting the intent of AP 4021 was reviewed and discussed. Goals for the committee were established - initial plans were to develop a revitalization plan for Early Child Development, and discontinuance plans for the Anthropology AD-T, Art History AD-T, Geology AD-T, and the Digital Graphics Design program. The task force agreed that the next step would be to review data provided by the Institutional Effectiveness Office (FTE generation, completers, number of students in program, class rotation). It was agreed upon that the following programs/degrees would be reviewed: Anthropology AD-T, Art History AD-T, Geology AD-T, the Digital Graphics Design program and the Early Childhood Education (ECE) program.

During the second taskforce meeting on November 3, 2020 (*EV 5.8 Taskforce minutes, November 3, 2020*) the programs in question and the idea of developing consistent criteria to review all programs was discussed. It was decided that each program is different enough that using the same approach to review each program may not work and that each program would be looked at independently.

On November 10, 2020 (*EV 5.9 Taskforce minutes, November 10, 2020*) the taskforce reviewed qualitative and quantitative data provided by the Office of Institutional Effectiveness and unanimously voted to begin the deactivation process of Anthropology AD-T, Geology AD-T and to revitalize the ECE program over a two-year period to meet industry standards. These recommendations were sent to Consultation Council on February 8, 2021 for public comment.

On February 2, 2021 (*EV 5.10 Taskforce minutes, February 2, 2021*) the taskforce reviewed additional qualitative and quantitative data provided by the Office of Institutional Effectiveness and unanimously voted to begin the deactivation process of Art History AD-T and the digital Graphics Program. These recommendations were sent to Consultation Council on February 8, 2021 for public comment.

On February 8, 2021 Consultation Council (*EV 5.11 Consultation Council minutes, February 8, 2021*) reviewed and discussed the task force's recommendations for the discontinuance of Anthropology AD-T, Geology AD-T, Art History AD-T, the Digital Graphics Program and the revitalization of the ECE program/degree.

An analysis was done as to the impact to students currently enrolled in the programs recommended to discontinuance. Based on the analysis, appropriate arrangements are in place so that these students can complete their education in a timely manner with a minimum of disruption:

- **Anthropology AD-T:** The two students in the program will be able to graduate given the future scheduling of needed courses.
- **Art History AD-T:** There are no students currently in the program.
- **Digital Graphics:** Counseling is tracking the current students in the program and instruction will schedule the remaining needed classes so the student will be able to graduate.
- **Geology AD-T:** There are no students currently in the program.

List Evidence for Requirement 5 Response

- EV 5.1 Academic Senate agenda and minutes, February 11, 2020
- EV 5.2 Academic Senate agenda and minutes, February 25, 2020
- EV 5.3 Academic Senate agenda and minutes, March, 10, 2020; AP 4021
- EV 5.4 Consultation Council 4/13/2020 agenda, minutes
- EV 5.5 AP 4021 Program Revitalization or Discontinuance
- EV 5.6 Instructional Program Review Handbook, page 7
- EV 5.7 Taskforce minutes, October 6, 2020
- EV 5.8 Taskforce minutes, November 3, 2020
- EV 5.9 Taskforce minutes, November 10, 2020
- EV 5.10 Taskforce minutes, February 2, 2021
- EV 5.11 Consultation Council minutes, February 8, 2021

Requirement 6:

The College develop a process for determining sufficient levels of staffing for management and classified positions (III.A.9 and IV.B.2) (TR-33, 40)

Evidence of Meeting Requirement 6

In December 2019 the Superintendent/President suddenly resigned and the Board of Trustees immediately appointed an acting—then interim—Superintendent/President, Dr. Trevor Albertson who was the Dean of Student Learning and CSSO. Dr. Albertson, in turn, filled vacant administrative positions with interims in order to provide much needed administrative stability to the College. In the past year, Dr. Albertson has analyzed and assessed the administrative structure with the goal of building a permanent, stable, and appropriately skilled administration that can provide leadership to support the Mission and the needs of the College. On May 25, 2021, the Board of Trustees hired Dr. Trevor Albertson as the district's Superintendent/President (*EV 6.1 Board minutes, May 25, 2021*). The other interim administrative staff positions are in the queue for hiring.

New staff positions decision process:

Lassen College's Mission, Vision, Institutional Set Standards, and Strategic Plan drive both annual and long-term planning. Instructional and Non-Instructional Outcomes Assessments and Program Reviews drive the annual planning cycle and resource allocation decisions (*EV 6.2 Integrated Planning Process Flowchart*).

Program reviews are an analysis and assessment of the various instructional and non-instructional programs within the district and are integrated into the Comprehensive Institutional Master Plan (CIMP). The CIMP includes the Educational Master Plan that drives the mastering planning for all areas of the district, including Facilities, Institutional Technology, Institutional Effectiveness, Student Services and Human Resources (*EV 6.3 Integrated Planning Process Flowchart*). The various master plans feed into a Comprehensive Institutional Master Plan (CIMP) that supports Lassen Community College's Mission, Vision, Strategic Goals, as well as Institutional Set Standards. The annual CIMP also informs budget allocation and includes the resource allocation requests from all of the program reviews, including staffing.

In the spirit of shared governance, recommendations for prioritization of resource allocation requests are submitted by the requesting program or the appropriate administrator—failing to have a program request, this responsibility falls to the appropriate administrator. The requests are then prioritized within a master plan, and then subsequently as part of the Comprehensive Institutional Master Plan (CIMP), and then by

Consultation Council (*EV 6.4 CIMP Prioritized Budget List*). The list of recommended prioritizations is then sent to the Cabinet for final adjudication, in which the final decision ultimately rests with the Superintendent/President.

More specifically, resource allocation requests (including staffing), are first prioritized within the planning process by the program (and/or administrator) that is requesting the resource. This is done as a specifically required area of their program review. During this process, the program is required to document the linkage between the resource request and one or more strategic goals of the College. All of the strategic goals support the Mission of Lassen College.

The allocation requests are then prioritized within each master plan including new staffing requests. The master plans are then integrated to develop a Comprehensive Institutional Master Plan (CIMP), a process which produces a prioritized allocation list for all budget requests, including staffing. This prioritized list is then reviewed at Consultation Council, where it is subject to revision as part of its final approval process by Cabinet and the CEO.

Annually developed prioritization criteria are presented in the College's annually revised Institutional Planning & Budget Development Process Handbook each August for planning and budgeting for the following fiscal year. In October, unit level members meet to prioritize budget requests for each unit based on the adopted budget prioritization criteria.

For new positions, and also for the filling of previously defunded vacancies, the program itself prioritizes these needs within the program review process. The requests are then prioritized against all other similar requests within the master plan committee when the master plan is developed. Then, all requests are again prioritized by a group comprised of the chair of each master planning committees. This resulting prioritized list is then approved, either with or without revision, by the Consultation Council. This all happens according to the timeline prescribed within the Planning and Budgeting Calendar. Once approved, resource allocation requests for staffing are acted upon (filled) once funding becomes available within the budget allocation process.

Decisions for new staff positions, as with all resource allocation requests, are prioritized through the planning and budget development process, and then sent to the Cabinet and CEO for an approval decision, and then to the Board of Trustees for final approval.

Filling of vacant current positions decision process

When a funded position is vacated, the need to fill the position is assessed and identified by the area supervisor and administrator. This need is then discussed by the administration at Cabinet to validate the need based upon identified shortfalls in administrative support.

Then a Position Approval Request (PAR) form is submitted to the Human Resource office for documentation of the approval and hiring process.

When a vacant position has previously been eliminated (defunded), it must then go through the program review/planning/shared governance approval process as a new position. In this process, the program itself prioritizes the staffing need within their program review. These requests are then prioritized against all other similar requests within the appropriate master plan committee when that master plan is developed. Then, all requests are again prioritized by the master plans chairs, a group comprised of the chair of each master planning committee. This resulting prioritized list is then approved, either with or without revision, by the Consultation Council. This all happens according to the timeline prescribed within the Planning and Budgeting Calendar (*EV 6.5 SLO Handbook, pg. 9 Planning & Budgeting Calendar*). The list of recommended prioritizations is then sent to the Cabinet for final adjudication, in which the ultimate decision rests with the Superintendent/President (CEO).

Analysis and Evaluation in Meeting Requirement 6

Requirement 6: *The College develop a process for determining sufficient levels of staffing for management and classified positions.*

Through analysis and evaluation, Lassen College has determined that **Requirement 6 has been met.**

Accomplishments and Outcomes towards Meeting Requirement 6

Staffing decisions for classified, management and administrators are implemented based on the prioritization list developed each year through its integrated planning process and available resources as outline in the Integrated Planning Process Flowchart in the Planning and Budgeting Handbook (*EV 6.6 Integrated Planning Process Flowchart*).

Staffing levels for faculty are based on instructional need and are regularly monitored for appropriateness. Part of what can contribute to adjustment of faculty staffing levels is the summative assessment of Student Learning Outcomes (SLOs), which can directly affect decisions on resource allocation requests and subsequent changes to staffing levels (*EV 6.7 SLO Handbook, pg. 9*).

List of Evidence for Requirement 6 Response

- EV 6.1 Board minutes, May 25, 2021
- EV 6.2 Integrated Planning Process Flowchart
- EV 6.3 Integrated Planning Process Flowchart

- EV 6.4 CIMP Prioritized Budget List
- EV 6.5 SLO Handbook, pg. 9 Planning & Budgeting Calendar
- EV 6.6 Integrated Planning Process Flowchart
- EV 6.7 Student Learning Outcomes Handbook, pg. 9

Requirement 7:

In order to meet the standard, the team recommends the College assure the feasibility and effectiveness of its physical resources by evaluating its facilities and equipment regularly to determine if physical resources support institutional programs and services (III.B.3) (TR-33, 34)

Evidence of Meeting Requirement 7

Determination of the effectiveness of facilities and equipment is primarily done via the program review process and through facility evaluation/inspections every three years. The last inspection was done in 2018 so the College is again performing a detailed, room by room inspection of the interior of all existing facilities to assess current condition in 2021. At the time of this writing, internal room/facilities have been inspected and we are in the process of performing inspections/assessment of the exterior of each facility and the mechanical rooms (HVAC). These are scheduled to be completed July 2021 (*EV 7.1 Facility Inspection Forms*).

Additionally, we are in the process of developing a further assessment form to assess instructional and IT-related equipment in instructional areas as a further measure of facility evaluation. The results of these inspections will be used in coordination with the Facilities Planning Committee to regularly assess current conditions and to plan and implement improvements to our facilities. Facilities and equipment are continually assessed as part of the program review process (*EV 7.2 IPR HBK, pages 22 and 27*).

Facilities and facility-related requests are also made through program reviews into the various master plans (Educational, Student Services, Information Technology, Human Resources, and Institutional Effectiveness) that are part of our integrated planning process. These planning processes ensure the feasibility and effectiveness of facilities and equipment in that resource allocations requests are aligned with the completed Educational, Student Services, and Information Technology master plans. This ensures that facilities and equipment support institutional programs and services. All master plan resource requests are prioritized through the annual Planning and Budgeting process in which the total cost of ownership is considered and ensures that all entities are represented. The Facilities Planning Committee ensures that the requests/projects align with the College Mission and Vision and support institutional programs and services.

A Facilities Condition Assessments (FCA) is a professional, methodical review of a facility's key components and systems such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs. The FCA is intended to improve facilities data, streamline facilities management

and improve facilities conditions, and to lower facilities maintenance costs (*EV 7.3 FCA Facilities Research*). There are two levels of FCA—a life cycle systems assessment (Level 1) and a comprehensive assessment (Level 2). The FCA is funded by the state and is performed by a contractor that is assigned by the funding office. The FCA is utilized as part of an assessment by districts of what their greatest facility needs are and can contribute towards obtaining capital funding for facilities improvements.

The primary data element derived from the FCA is the Facilities Condition Index (FCI), a ratio of a facility's necessary repairs to its replacement cost (*EV 7.4 FCI Definition*). The larger the FCI, means poorer condition of the facility. General industry guidelines are: 0 - 5% is good; 5.01 - 10% is fair; and greater than 10% is poor. One prior FCA performed for the College stated that an FCI of greater than 70% is an indication that the facility should be considered for replacement as opposed to investing the substantial costs to repair a 25- to 30-year-old building with systems well beyond their useful lives (*EV 7.5 2003 FCA*). The 2003 FCA performed at the College listed an average overall FCI of 37.21%. The most recent FCA (Level 2) for the College was completed in 2018 and shows that the current overall average FCI for all College facilities has since risen to 57.29%, with most of our facilities (92%) being over or significantly over the 10% FCI threshold of "poor" facilities condition (*EV 7.6 FCI Report*).

Space utilization is reported as part of the planning submitted annually within FUSION to the California Community College Chancellor's Office (CCCCO) (*EV 7.7 5YCOP 2019*) (*EV 7.8 5YCOP 2020*). The campus space inventory is updated annually in accordance with the California Community Colleges Space Inventory Handbook. A local study of the utilization of each instructional area was performed for the Fall 2018 semester (*EV 7.9 Utilization Analysis Fall 2018*). We are in the process of performing a similar analysis of facility utilization based on our Fall 2019 semester, which is the most recent semester in which instruction had not been moved off campus (distance education) due to COVID-19, our last "on campus" semester). This analysis would not be appropriate for the Fall 2020 semester since almost all classes were off campus (conducted via distance education) due to COVID-19. Although this process was severely hampered during 2019 year, the College has made significant progress in getting back on track and also in improving its overall planning process. We will be performing this utilization analysis annually moving forward.

Equipment is assessed as part of the program review process. Requests for repair of equipment are generally submitted as a work order through the College work order system. Requests for new equipment are submitted as a resource allocation request in the program review through the integrated planning process.

Analysis and Evaluation for Meeting Requirement 7

Requirement 7: *In order to meet the standard, the team recommends the College assure the feasibility and effectiveness of its physical resources by evaluating its facilities and equipment regularly to determine if physical resources support institutional programs and services.*

Through analysis and evaluation, Lassen College has determined that **Requirement 7 has been met.**

Lassen College regularly evaluates facilities and equipment to assure the effectiveness of physical resources in supporting instruction programs and services. All master plan resource requests are prioritized through the Planning and Budgeting process in which the total cost of ownership is considered and ensures that all entities are represented, and to ensure that the requests align with the College mission and vision. These planning processes ensure the feasibility and effectiveness of facilities and equipment in that resource allocations requests are aligned with the completed Educational, Student Services, and Information Technology master plans and support the Mission of the College.

Accomplishments and Outcomes towards Meeting Requirement 7

Facilities utilization study completed Fall 2018 and Fall 2019 analysis currently in progress will provide data to drive appropriate facilities planning and improvement. Space inventory assessment, Facilities Condition Assessment (FCA), and local facilities inspection of College facilities all provide information to inform facilities planning and efficiency in usage.

List of Evidence for Requirement 7 Response

- EV 7.1 Facility Inspection Forms
- EV 7.2 IPR HBK, pages 22 and 27
- EV 7.3 FCA Facilities Research
- EV 7.4 FCI Definition
- EV 7.5 2003 FCA
- EV 7.6 FCI Report
- EV 7.7 5YCOP 2019
- EV 7.8 5YCOP 2020
- EV 7.9 Utilization Analysis Fall 2018

Requirement 8:

In order to meet the standard, the team requires the College engage in long-range capital planning and consider the total cost of ownership in planning and acquiring facilities and equipment (III.B.4) (TR-34)

Evidence of Meeting Requirement 8

Lassen College has for years had multiple *Master Plans*: Educational Master Plan, Facilities Master Plan, Human Resources Master Plan, Student Services Master Plan, and a Technology Master Plan. With much reflection on how to address Requirement 8, the College realizes that these are not long-term Master Plans, but master plans in the sense of they are the complying of the department requests for that particular year.

With this new understanding for the need of assessing and improving its planning process, which includes the development long-range plans, the College applied and received a grant from the Institutional Effectiveness Partnership Initiative Partnership (IEPI) for an Institutional Innovation and Effectiveness Plan in Fall 2020 and received that grant in February 2021 (*EV 8.1 LCC-IEPI Institutional Innovation and Effective Peqlan*) (*EV 8.2 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit*) The grant addresses three areas of need for the College:

- Integrated Planning / Educational Master Plan (EMP)
- Strategic Enrollment Management (SEM)
- Professional Development

The College recognizes that long-range Master Planning, as with all activities of the College, is driven by the Colleges' Mission, Vision, and Strategic Goals. It is also recognized that the long-term Educational Master Plan drives the long-term planning of Facilities, Human Resources, Student Services, and Technology. With this in mind, the Work Group heading the implementation of the grant has decided that all long-term planning will happen in one plan—the Long-Range Educational Master Plan. Therefore, a long-range Facilities Plan will be done as a result of the long-range Educational Master Planning that is currently underway. Long-range capital planning includes a facilities master plan and the College's Five-Year Construction Plan that will be reviewed, assessed and updated in support of the long-range Educational Master Plan that will be completed by Spring 2022 (*EV 8.3 LCC IEPI Status Report*).

With the review, assessment and update of the Five-Year Construction Plan, there will be an examination of potential academic and institutional support programs including expansion of existing programs; potential for maximum growth and build-out for the campus, and a capital program that will identify preferred land use, potential building sites, circulation plans, as well as capacity and massing plans to support the academic and institutional support program needs of the campus. Academic and institutional support program needs will be identified through the long-range Educational Master planning process. The Five-Year Construction Plan will identify and prioritize projects that may be supportable with state capital outlay funds. Projects approved as part of the long-range Facilities Master Plan are prioritized and reviewed for feasibility and costs are estimated prior to award of design contracts, including total cost of ownership.

The Facilities Master Plan and the Technology Plan will address the long-range plans for equipment and the total cost of ownership. Annual resource allocation requests from the Program Reviews currently requires the request include a total cost of ownership projection.

The College is revising its program review handbooks in fall 2021 to include the requirement of a total cost of ownership estimate for all resource requests. These revisions will include specific instructions for calculating total cost of ownership as an annualized cost estimation for all resource requests submitted through the planning process. That text is listed here:

Estimated Cost calculation: In order to most appropriately capture the true costs—the Total Cost of Ownership—of resource allocation (budget) requests, the “Estimated Cost” that you submit within our planning process must be representative of the total annualized cost of what you are requesting. As you work to develop these costs, please feel free to reach out to the appropriate LCC department to get estimated costs (i.e. HR, Facilities, etc.) for any assistance that you may need.

As an example, if you are requesting a new piece of equipment, the Total Annualized Cost (“C”) would include all of the following cost elements:

- The purchase price (“P”) of the equipment, plus
- The installation cost (“I”) of the equipment, plus
- Annualized energy costs (“E”) (electricity, natural gas, etc.) to operate the equipment (Facilities department can assist with this calculation), plus
- Any initial and ongoing (annual) supplies costs (“S”) for the equipment (e.g.: paper and toner for copiers or printers), plus

- Any initial and ongoing (annual) maintenance costs ("M") for the equipment (e.g.: annual service, oil change, license fees, etc.)
- The resulting formula would then be: $[C = P + I + E + S + M]$

Another example would be for staffing (Human Resources) requests, for which the total annualized cost ("C") would include both of the following cost elements:

- Annual pay ("P") for the position
- Annual benefits ("B") for the position
- The resulting formula would then be: $[C = P + B]$

Analysis and Evaluation for Meeting Requirement 8

Requirement 8: *In order to meet the standard, the team requires the College engage in long-range capital planning and consider the total cost of ownership in planning and acquiring facilities and equipment.*

Through analysis and evaluation, Lassen College has determined that **Requirement 8 has been partially met.**

A total-cost-of-ownership template has been developed and will be integrated into planning and are now required of all capital resources allocation requests.

Recognizing the gap of no long-term planning, the College has made long-range planning a priority with the obtainment of an IEPI Institutional Innovation and Effectiveness Plan grant, which focuses improving all of the College's planning. Work is currently underway to develop a long-range Educational Master Plan by spring 2022 that will drive the long-range Facilities Master Plan and the College's Five-Year Construction Plan.

Accomplishments and Outcomes towards Meeting Requirement 8

- Assessment of planning processes
- Recognition of gaps in planning processes
- Obtaining and initial implementation of an IEPI grant to improve planning processes
- Included in the 2021-2022 Planning and Budget cycle total cost of ownership estimates for all resource requests

Next Steps in Meeting Requirement 8

Continue and complete the work of Section A, Integrated Planning/ Educational Master Plan (EMP), of the IEPI grant that will result in long range capital planning.

List of Evidence for Requirement 8 Response

- EV 8.1 LCC-IEPI Institutional Innovation and Effective Plan
- EV 8.2 IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
- EV 8.3 LCC IEPI Status Report

Requirement 9:

In order to meet the standard, the team requires the Governing Board delegate full responsibility and authority to the CEO to implement and administer board policies without board interference and hold the CEO accountable for the operation of the College (IV.C.12) (TR-42, 43)

Evidence of Meeting the Requirement 9

The delegation of administrative authority from the Board of Trustees to the chief administrator is clearly defined in Board Policy 2430 and Administrative Procedure 2430.

The issue of appropriate delegation of authority is affected by the two factors of (1) appropriate board policy and administrative procedure, and (2) appropriate training on this subject for Trustees.

A review of Board Policy (BP) 2430 and Administrative Procedure (AP) 2430 did indeed verify a contradiction between the two. The college determined through this review that there was spending authority being delegated for materials and services that are no longer relevant to this policy and procedure as they are now contained within Chapter 6-Business and Fiscal Affairs policy.

The College has eliminated the contradiction between Board Policy 2430 and Administrative Procedure 2430 and removed any reference to spending authority being delegated for materials and services, by revising each to currently recommended CCLC specs ([EV 9.1 BP2430](#)) ([EV 9.2 AP2430](#)). The revised BP 2430 and AP 2430 were approved by the Board of Trustees Policy Committee at their February 9, 2021 meeting. These were then presented for first reading at the March 9, 2021 Board of Trustees regular meeting and will now be presented to the Board for second readings and final approval at the April 2021 meeting ([EV 9.3 Policy Committee agenda February 9, 2021](#)) ([EV 9.4 Board minutes, March 9, 2021](#)) ([EV 9.5 Board minutes, April 13, 2021](#)).

The revised BP 2430 and AP 2430 were approved by the Board of Trustees Policy Committee at their February 9, 2021 meeting ([EV 9.6 Policy Committee agenda, February 9, 2021](#)). These were then presented for first reading at the March 9, 2021 ([EV 9.7 Board minutes, March 9, 2021](#)), and for second reading and final approval at the April 2021 meeting ([EV 9.8 Board minutes, April 13, 2021](#)).

BP 2430 Delegation of Authority to Superintendent/President

References:

Education Code Sections 70902(d), 72400

ACCJC Accreditation Standards IV.B.5, IV.C.12 and IV.D.1

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Superintendent/President May delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as May be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be available to all Board members.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Reviewed May 13, 2014

Reapproved July 9, 2019
Revised and Approved April 13, 2021

AP 2430 Delegation of Authority to Superintendent/President

References:

Education Code Section 70902;
ACCJC Accreditation Standard IV.B.5, IV.C.12, and IV.D.1

The Superintendent/President May delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President shall be responsible for reasonable interpretation of Board Policy. In situations where there is no Board Policy direction, the Superintendent/ President shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as May be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Reviewed May 13, 2014
Reapproved July 9, 2019
Revised and approved April 13, 2021

Analysis and Evaluation in Meeting Requirement 9

Requirement 9: *In order to meet the standard, the team requires the Governing Board delegate full responsibility and authority to the CEO to implement and administer board policies without board interference and hold the CEO accountable for the operation of the College.*

Through analysis and evaluation, Lassen College has determined that **Requirement 9 has been met.**

Accomplishments and Outcomes Towards Meeting Requirement 9

The Board Policy/Administrative Procedure 2430, Delegation of Authority to Superintendent/President by the Board of Trustees was approved by the board on April 13, 2021.

Next Step(s) in meeting Requirement 9

Complete training for the Board of Trustees regarding Delegation of Authority.

List of Evidence for Requirement 9 Response:

- EV 9.1 BP 2430
- EV 9.2 AP 2430
- EV 9.3 Policy Committee agenda, February 9, 2021
- EV 9.4 Board minutes, March 9, 2021
- EV 9.5 Board minutes, April 13, 2021
- EV 9.6 Policy Committee agenda, February 9, 2021
- EV 9.7 Board minutes, March 9, 2021
- EV 9.8 Board minutes, April 13, 2021

Requirement 10:

In order to meet the Policy, the team requires the College develop and implement clear processes for student complaints, including equitable access for all students regardless of location or modality, and ensure that records are collected and maintained in a secure location.

Evidence of Meeting the Requirement 10

ACCJC Policy on Student and Public Comment Against Institutions

Lassen Community College's webpage includes Student Conduct & Rights ([EV 10.1 Student Conduct & Rights \(PDF\) and \(website\)](#)) that includes information about "Student Conduct, Complaint and Grievance Procedures" and "Student Complaints Regarding an Instructor." In order to facilitate the complaint processes in terms of equitable access, effectively managed and ensure that records are collected and maintained in a secure location the College has installed a software program called Maxient ([EV 10.2 Maxient \(PDF\) & \(website link\)](#)) Maxient is a software tool for managing behavior records at colleges and universities across North America. It's centralized reporting and recordkeeping help institutions connect the dots and prevent students from falling through the cracks. Students, faculty, staff and leadership have access to the program in order to file, manage, track and store complaints in a quick and efficient manner.

To avoid confusion by students as to what type of complaint they have and to whom it should be submitted, Maxient appears to the student as a generic complaint system. Additionally, some of the complaints are of a sensitive nature. Therefore, all complaints are initially funneled to the Human Resources Department where the complaint is assessed and then forwarded to the appropriate department for follow up and resolution. Access is provided to appropriate staff for viewing of the complaints. Only the appropriate administrator is allowed to change the status of a complaint as it is dealt with, resolved, and ultimately closed out with a letter sent to the complainant regarding the outcome of the complaint. In addition, to safeguarding sensitive complaints, this allows the Human Resources Department to monitor progression and ensure that complaints are handled in a timely manner, ideally within 10 days. Maxient also provides a secure storage of all electronically filed complaints.

Currently the following types are on the Maxient (complaint) system:

- Academic Services
- ADA Accommodations
- Conduct

- Housing
- Student Services
- Title IX

In anticipation of where students might look for information about filing a complaint and the various departments involved with this process, the link to the Maxient software is placed in multiple locations on the LCC web site, including the following LCC webpages:

- Title IX: *(EV 10.3 Title IX)*
- Campus Life *(EV 10.4 Campus Life)*
- Athletics *(EV 10.5 Athletics)*
- Academics *(EV 10.6, Academics)*
- Student Services *(EV 10.7, Student Services)*

In order to provide this process equitably to incarcerated students, there is a paper form available to these students *(EV 10.8 Paper version of Complaint form)*. Incarcerated students can submit a paper complaint to the Human Resources Department who inputs it into the Maxient system and initiates the process. Paper complaints are kept on file in a secure location within the Human Resources office.

Analysis and Evaluation in Meeting Requirement 10

Requirement 10: *In order to meet the Policy, the team requires the College develop and implement clear processes for student complaints, including equitable access for all students regardless of location or modality, and ensure that records are collected and maintained in a secure location.*

Through analysis and evaluation, Lassen College has determined that **Requirement 10 has been met** | that the College has developed and implemented a clear process for student complaints, including equitable access for all student regardless of location or modality, and ensure that records are collected and maintained in a secure location.

Accomplishments and Outcomes Towards Meeting Requirement 10

With the Maxient software system the College has developed and implemented a clear process for student complaints, including equitable access for all students regardless of location or modality, and ensures that records are collected and maintained in a secure location. Incarcerated students are able to file paper complaints which are inputted into the Maxient system and then processed, monitored, securely stored, and finalize with a resolution letter sent to the student.

Last Step in Meeting Requirement 10

Complete implementation of updated complaint system. Maxient, the software vendor, is scheduled to turn on the system early Fall 2021 semester.

List of Evidence of Meeting Requirement 10

- EV 10.1 Student Conduct & Rights (PDF) and ([website link](#))
- EV 10.2 Maxient (PDF) & ([website link](#))
- EV 10.3 Title IX (PDF) and ([website link](#))
- EV 10.4 Campus Life (PDF) and ([website link](#))
- EV 10.5 Athletics (PDF) and ([website link](#))
- EV 10.6 Academics (PDF) and ([website link](#))
- EV 10.7 Student Services (PDF) and ([website link](#))
- EV 10.8 Paper version of Complaint Form

Recommendation 11:

In order to improve effectiveness, the team recommends the College continue to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe (II.A.6) (TR-27)

Evidence of Meeting Recommendation 11

In line with the Mission of Lassen Community College (LCC), Division Chairs and the Deans of Academic Services ensure that schedule development provides student friendly options for all pursuing higher education goals. This allows for “a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction” (EV 11.1 Mission Statement) .

The students of Lassen College deserve and receive educational services and quality instruction in an environment which fosters student success and equity. Lassen College is an educational leader and has expanded outreach and student access with an equity mindset. Lassen College is an economic and workforce development leader, cultural leader and civic and social leader in the community it serves (EV 11.2 Vision).

To ensure a schedule development process that supports LCC’s Mission, Institutional Set Standards, Strategic Goals and its Vision, courses are scheduled to allow an environment that fosters institutional effectiveness, learning opportunities, and resource management and student success. Providing a schedule that allows students to complete certificate and degree programs within an appropriate timeframe (EV 11.3 Strategic Goals) and Institutional Set Standards (EV 11.4 Institutional Set Standards).

Lassen College’s schedules are completed one semester at a time. The practice of producing a one-year schedule has been explored and implemented but was deemed a harmful practice as the reliance on adjunct instructors caused too many changes to the schedule. This caused a disruption and an inability to provide a reliable schedule for students. A semester-by-semester schedule development timeline, by adhering to two-year educational plans, suits our students better.

During the beginning of every semester, discussions on the efficiency of scheduling, fill rate, cancellation rate and variety/number of modality offerings occur between the Division Chairs, Lead Counselor and both Academic Deans. Over the years, by analyzing enrollment trends and success rates, we found a system that works best for the students of our small, rural college; students are able to transfer or complete their program in the

appropriate timeframe as they can easily follow two-year scheduling plans. For instance, we do not have the student enrollment to produce a robust and consistent day, night and online schedule. We discovered that a face-to-face day and online program served the majority of our students and allowed for enough classes to be offered so students can complete their program in the advertised and approved timeframe. Another trend/issue we analyzed and remedied was our absenteeism rate in Friday course offerings. A large portion of our students participate in school sponsored events on Fridays. This caused a high absenteeism rate and decreased student success. To accommodate this student population and improve success we now offer a portion of our general education classes in a hybrid modality. During Fall 2015 hybrid classes were introduced in a pilot program to study success rate. These courses meet on Mondays and Wednesdays with the remaining hours completed online. We have had great success with this course modality, and it is universally liked by our on-campus student population. We are in a constant state of self-evaluation and improvement.

In the process of developing each semester's schedule, Division Chairs and Instructional Deans receive a roll over schedule to review semester-to-semester course offerings. Enrollment is analyzed along with modality and time/day trends. It is important to note that roll over schedules are not used to automatically schedule classes. They are used for reference only. Division Chairs also utilize reports from our Report Server when they want to review historical scheduling and enrollment patterns. Athletic schedules are provided by the Counseling Department to Academic Services and the Division Chairs to ensure that classes are scheduled in a manner that serves our student athletes. Our small, rural college offers few sections of general education courses and so scheduling efficiently is key (*EV 11.5 sample from Report Server*) (*EV 11.6 sample of Athletic schedules*) (*EV 11.7 sample schedule of classes*).

Division Chairs also review two-year advising plans every semester to make sure classes advertised and approved to be offered on a specific rotation are included in the schedule. One- and two-year advising plans are honored every semester and classes are scheduled appropriately to match advising plans. Instructors in disciplines with singular classes offered once every two years work together so those courses do not conflict with each other. An excellent example of this is how our science and math department faculty work with their Division Chair to schedule classes so that they do not overlap. Math and science students are able to finish their degree with singular classes never overlapping and ensuring that they can graduate in two years. To add to this equation, we have many student athletes in these majors and have to consider practice schedules.

Lassen College has low enrollment issues with specialty courses that are offered once every two years. The large majority of those classes are honored and scheduled no matter how low the enrollment. If there is a situation where a class cannot be offered, the counseling department is contacted to find a substitute for the student. This is a rare occurrence. Students are always accommodated and their ability to graduate or receive a certificate is not hindered.

Analysis and Evaluation in Meeting Recommendation 11

Recommendation 11: In order to improve effectiveness, the team recommends the College continue to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe.

Through analysis and evaluation, Lassen College has determined that Recommendation 11 has been met.

Accomplishments and Outcomes Towards Meeting Recommendation 11

The College has a process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe. Lassen College is in a constant state of evaluating and improving its scheduling process to allow students to complete certificate and degree programs within an appropriate timeframe as measured by our achievement of Institutional Set Standards (*EV 11.8 ACCJC Institutional Set Standards Report*).

List Evidence for Recommendation 11 Response

- EV 11.1 Mission Statement
- EV 11.2 Vision
- EV 11.3 Strategic Goals
- EV 11.4 Institutional Set Standards
- EV 11.5 sample from Report Server
- EV 11.6 sample of Athletic schedules
- EV 11.7 sample schedule of classes
- EV 11.8 ACCJC Institutional Set Standards Report

Recommendation 12:

In order to improve institutional effectiveness, the team recommends that all board policies are regularly assessed and reviewed per the district board policy (IV.C.7) (TR-43)
Evidence of Meeting the Recommendation 12

In order to improve institutional effectiveness, the College has embraced the team's recommendation to regularly assess and review ALL board policies per the LCC Board Policy 2410 (*EV 12.1 Board Policy 2410*). The College has developed a Board Policy Review Schedule tool (*EV 12.2 Board Policy Review Schedule*) to track the review status of all board policies by the responsible entity (Board of Trustees, President's Office, or department) and then on through to final Board of Trustees approval. The College will use this tool moving forward to ensure the timely review and/or review progress for each board policy and the corresponding administrative procedures.

The College has conducted a review of Board Policies throughout its history but had not previously had a set schedule for doing so. Consequently, some chapters of Board Policy were reviewed regularly, and some were not. Discussions with the CEO, Executive Assistant, and the Administration has resulted in an identified need for a tracking tool to manage this process. The initial focus is on reviewing those Board policies that are most overdue. The schedule for this review was approved by the Academic Senate at the March 10, 2021 meeting (*EV 12.3 Academic Senate minutes, March 10, 2021*), and was approved by Consultation Council at the March 24, 2021 meeting (*EV 12.4 Consultation Council minutes, March 24, 2021*).

Implementation of the schedule will be done in two steps:

2. To "catch up," Chapters 3 (Institution) and 6 (Business and Fiscal Affairs), will be reviewed in the 2021 calendar year, and Chapter 7 (Human Resources) will be reviewed during the 2022 calendar year.
3. Each chapter will then be reviewed within a six-year review cycle:
 - 2021 Chapter 3. Institution
 - 2021 Chapter 6. Business and Fiscal Affairs
 - 2022 Chapter 7. Human Resources
 - 2023 Chapter 5. Student Services
 - 2024 Chapters 1 and 2. Board of Trustees
 - 2025 Chapter 4. Academic Affairs

After each chapter is brought current, the overall Policy Review Schedule will then be adjusted to place each chapter on a set six-year review cycle:

- 2026 Chapter 3. Institution
- 2027 Chapter 6. Business and Fiscal Affairs
- 2028 Chapter 7. Human Resources
- 2029 Chapter 5 Student Services
- 2030 Chapters 1 and 2. Board of Trustees
- 2031 Chapter 4. Academic Affairs

Outside of this six-year review cycle, Individual Board Policies that require revision May be reviewed and revised as needed. Even if some policies are reviewed more often, as described here, the overall chapter that the individual policy falls under will still be reviewed in its entirety within the six-year review cycle.

Analysis and Evaluation in Meeting Recommendation 12

Recommendation 12: In order to improve institutional effectiveness, the team recommends that all board policies are regularly assessed and reviewed per the district board policy.

Through analysis and evaluation, Lassen College has determined that Recommendation 12 has been met.

Accomplishments and Outcomes Towards Meeting Recommendation 12

The Board Policy Review Schedule tracking tool has been developed and implemented. This schedule will be utilized to monitor, manage, and assure currency of all Board Policies and Administrative Procedures moving forward.

Chapter 3 of the Board Policies is being reviewed, appropriately revised, if needed, and taken through the constituent groups during summer 2021 for presentation to the Board of Trustees in September 2021. The status of reviewing Chapter 3 policies as of July 14, 2021 shows that Lassen is on schedule.

BOARD POLICY	RESPONSIBLE DEPARTMENT	ACADEMIC SENATE	CONSULTATION COUNCIL	BOARD OF TRUSTEES
3050	March-21	June-21		
3100	March-21	June-21		
3200	March-21	June-21		

Lassen Community College
ACCJC Follow Up Report

BOARD POLICY	RESPONSIBLE DEPARTMENT	ACADEMIC SENATE	CONSULTATION COUNCIL	BOARD OF TRUSTEES
3250	March-21	June-21		
3280	March-21	June-21		
3300	March-21	June-21		
3310	March-21	June-21		
3410	March-21	June-21		
3420	March-21	June-21		
3430				February-20
3433	June-21			
3440				
3500	March-21	June-21		
3502				
3505	March-21	June-21		
3510	March-21	June-21		
3515	March-21	June-21		
3518	March-21	June-21		
3520	March-21	June-21		
3530	March-21	June-21		
3540				February-20
3550	March-21	June-21		

BOARD POLICY	RESPONSIBLE DEPARTMENT	ACADEMIC SENATE	CONSULTATION COUNCIL	BOARD OF TRUSTEES
3560	March-21	June-21		
3570	March-21	June-21		
3600	March-21	June-21		
3710	March-21	June-21		
3715	March-21	June-21		
3720	March-21	June-21		
3810	March-21	June-21		
3820	March-21	June-21		
3900	March-21	June-21		
3902	March-21	June-21		

Chapter 6 of the Board Policies are currently being reviewed at the department level with an expectation that the policies will be taken through the constituent groups during Fall 2021 and the Board of Trustees in December 2021.

Next Step(s) for meeting Recommendation 12

- Review all board policies according the developed schedule.
- Review board policies as needed, when needed.
- Continue annually following the Policy Review Schedule

List of Evidence for Recommendation 12 Response

- EV 12.1 Board Policy 2410
- EV 12.2 Board Policy Review Schedule
- EV 12.3 Academic Senate minutes, March 10, 2021
- EV 12.4 Consultation Council minutes, March 24, 2021

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 1.1	IPR Handbook page 4
EV 1.2	Academic Senate minutes, September 23, 2020
EV 1.3	2020-2021 IPR Timeline
EV 1.4	Academic Senate Minutes
EV 1.5	Curriculum agenda
EV 1.6	SLO handbook
EV 1.7	ISLO/PSLO surveys
EV 1.8	LCC Strategic Plan
EV 1.9	IPR Peer Review Checklist/Rubric, Academic Senate minutes, 2020-2021 IPR timeline
EV 1.10	2020-2021 IPR Timeline
EV 1.11	Academic Senate minutes, October 14, 2020
EV 1.12	Academic Senate minutes
EV 1.13	Lisa's 5/24/2021 to accreditation workgroup
EV 1.14	Meeting minutes
EV 1.15	Consultation Council minutes December 7, 2020
EV 1.16	NIPR Handbook
EV 1.17	Consultation Council minutes, December 7, 2020
EV 1.18	Academic Senate minutes
EV 1.19	Board minutes, May 19, 2021
EV 1.20	Curriculum minutes, October 20, 2020
EV 1.21	Curriculum minutes, November 17, 2020

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 1.22	Convocation schedule
EV 1.23	ISS
EV 1.24	ISS Job
EV 1.25	ISS Exam
EV 1.26	Strategic plan
EV 1.27	IEPI grant application
EV 1.28	IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
EV 1.29	Academic Senate minutes, March 24, 2021; Consultation Council minutes, April 12, 2021; and Board minutes, May 11, 2021
EV 1.30	Planning Budget handbook
EV 1.31	IEPI grant status report
EV 1.32	LCC Evaluation surveys
EV 1.33	IEPI grant application
EV 1.34	consultation agenda/minutes
EV 1.35	listed surveys from Canvas accreditation course
EV 1.36	Consultation Council minutes
EV 1.37	Budget and Planning handbook
EV 1.38	Process Gap List
EV 2.1	Fall Flex Schedule
EV 2.2	How to make your SLO's/AUO's Work for You Power Point
EV 2.3	EV 2.3 Fall flex schedule, Instructional program Review Orientation/Planning Overview PowerPoint and online recording
EV 2.4	Educational Master Plan
EV 2.5	Fall Convocation agenda

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 2.6	Fall's Convocation presentation AUO Breakout session, recording is located in the Canvas course
EV 2.7	Fall 2020 Convocation agenda
EV 2.8	IPR Handbook with new adjusted timeline
EV 2.9	Academic Senate agendas and minutes September 23, 2020 and October 14, 2020
EV 2.10	Consultation Council agenda and minutes, October 12, 2020
EV 2.11	Consultation Council agenda, September 14, 2020
EV 2.12	Consultation Council agenda and minutes, September 28, 2020
EV 2.13	Consultation Council, October 12, 2020; Board agenda and minutes, Strategic Plan, December 15, 2020 Strategic Plan Board minutes
EV 2.14	IEMP agenda and minutes September 24, 2020 and November 5, 2020
EV 2.15	IEMP agenda and minutes, November 19, 2020
EV 2.16	IPR Handbook, page 2 new timeline for on time and late IPR
EV 2.17	email to staff, recording in Canvas course
EV 2.18	Accreditation Week email/flyer
EV 2.19	Canvas Accreditation course
EV 2.20	Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020
EV 2.21	Curriculum meeting agenda and minutes new SLO/PSLO map, November 17, 2020
EV 2.22	NIPR handbook
EV 2.23	SLO PowerPoint, recording is provided in Canvas course
EV 2.24	Example Curriculum agenda and minutes December 15, 2020 SLO History, January 19, 2021 PSLO example Social Science
EV 2.25	Spring convocation agenda, recording
EV 2.26	Chad's email to faculty 1
EV 2.27	EV 2.27 Academic Senate agenda and minutes, March 24, 2021

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 2.28	Curriculum Chair's Update
EV 2.29	Academic Senate agenda and minutes, March 24, 2021
EV 2.30	Curriculum Agenda, discussion, April 6, 2021
EV 2.31	SLO Handbook
EV 2.32	Canvas course
EV 2.33	Institutional Effectiveness portal page
EV 2.34	Lassen's Strategic Plan
EV 2.35	GE SLO's, http://www.lassencollege.edu/academics/Pages/General-Education-Student-Learning-Outcomes.aspx
EV 2.36	ISLO's in Strategic Plan
EV 2.37	SLO Handbook
EV 2.38	Lassen College Faculty Association contract, page 20
EV 2.39	SLO Handbook
EV 2.40	Institutional Effectiveness SLO spreadsheet
EV 2.41	IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
EV 2.42	LCC Board meeting agenda and minutes, March 9, 2021
EV 2.43	Academic Senate agenda and minutes, March 24, 2021
EV 2.44	Academic Senate agenda and minutes, April 14, 2021
EV 2.45	Consultation Council minutes, April 26, 2021
EV 2.46	PSLO Survey
EV 2.47	ISLO Survey
EV 2.48	Accreditation Next Steps email, March 31, 2021
EV 2.49	Academic Senate IPR update email

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 2.50	Curriculum Chair update
EV 2.51	Academic Senate minutes, May 12, 2021
EV 3.1	ISS
EV 3.2	ISS Job
EV 3.3	ISS Exam
EV 3.4	Mission
EV 3.5	Academic Senate Minutes, December 9, 2020
EV 3.6	Board minutes, Reformatted Institution Set Standards, May 11, 2021
EV 3.7	(EV 3.-7 Institutional Effectiveness Website (PDF) and (website link).
EV 4.1	2020-2021 LCC's Strategic Plan, Mission
EV 4.2	2020-2021 LCC's Strategic Plan, Student Success Value
EV 4.3	2020-2021 LCC's Strategic Plan, Student Success Strategic Goal
EV 4.4	2020-2021 LCC's Institutional Set Standards, Academic Senate agenda and minutes, March 24, 2021
EV 4.5	2021-2022 LCC's Catalog, pg. 38
EV 4.6	AP 4050
EV 4.7	Assist.org
EV 4.8	UNR TES , Oregon Institute of Technology, Arizona State University
EV 4.9	CSU EO 1036
EV 4.10	ACE Military Guide
EV 4.11	AP 4235
EV 4.12	Credit by Exam form
EV 4.13	AP 4235, 2+2 form

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 4.14	AP 4235
EV 4.15	AP 4235
EV 4.16	New Student Registration Steps
EV 4.17	Veterans webpage
EV 4.18	International Student orientation
EV 4.19	incarcerated packet
EV 4.20	Counseling page- http://www.lassencollege.edu/student-services/counseling/Pages/default.aspx , New Student Page, step 8, http://www.lassencollege.edu/new-students/Pages/default.aspx , Become a Student page, step 6- http://www.lassencollege.edu/get-started/Pages/default.aspx , Counseling FAQ question 4- http://www.lassencollege.edu/student-services/counseling/Pages/Counseling-Office-FAQ.aspx , student portal- https://mylassen.lassencollege.edu/studentforms/Pages/default.aspx
EV 4.21	Orientation
EV 4.22	Transcript Credit Form
EV 4.23	LCC Catalog, page 37-38
EV 4.24	LCC's Board Docs website link
EV 4.25	LCC Transfer Center Webpage
EV 4.26	Transcript Credit Form
EV 4.27	LCC's Admission and Records webpage
EV 4.28	LCC Counseling department minutes, August 11, 2020 and September 8, 2020
EV 4.29	ACCJC Transfer Policy of Credit document
EV 4.30	Academic Senate agendas and minutes, September 23, 2020
EV 4.31	Academic Senate agendas and minutes, October 14, 2020 and October 28, 2020
EV 4.32	SSP/SS agenda and minutes, November 2, 2020

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 4.33	Academic Senate agenda and minutes, November 25, 2020
EV 4.34	Academic Senate agenda and minutes, December 9, 2020
EV 4.35	Consultation Council agenda and minutes, January 25, 2021
EV 4.36	2021-2022 LCC Catalog, page 36
EV 4.37	email of request, February 6, 2021
EV 4.38	Academic Senate agenda and minutes, February 24, 2021
EV 4.39	Transcript Evaluation form
EV 4.40	incarcerated orientation document
EV 4.41	screenshot of orientation slide and form in packet
EV 4.42	http://www.lassencollege.edu/student-services/counseling/Pages/default.aspx)
EV 4.43	AP 4235
EV 4.44	Transcript Credit form
EV 4.45	2021-2022 LCC Catalog, page 17
EV 4.46	LCC Incarcerated webpage, http://www.lassencollege.edu/academics/distance-learning/Pages/default.aspx
EV 4.47	handouts or slide from Orientations
EV 4.48	Link to Counseling webpage
EV 4.49	Orientation Slide 2
EV 5.1	Academic Senate agenda and minutes, February 11, 2020
EV 5.2	Academic Senate agenda and minutes, February 25, 2020
EV 5.3	Academic Senate agenda and minutes, March, 10, 2020; AP 4021
EV 5.4	Consultation Council 4/13/2020 agenda, minutes
EV 5.5	AP 4021 Program Revitalization or Discontinuance

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 5.6	Instructional Program Review Handbook, page 7
EV 5.7	Taskforce minutes, October 6, 2020
EV 5.8	Taskforce minutes, November 3, 2020
EV 5.9	Taskforce minutes, November 10, 2020
EV 5.10	Taskforce minutes, February 2, 2021
EV 5.11	Consultation Council minutes, February 8, 2021
EV 6.1	Board minutes, May 25, 2021
EV 6.2	Integrated Planning Process Flowchart
EV 6.3	Integrated Planning Process Flowchart
EV 6.4	CIMP Prioritized Budget List
EV 6.5	SLO Handbook, pg. 9 Planning & Budgeting Calendar
EV 6.6	Integrated Planning Process Flowchart
EV 6.7	Student Learning Outcomes Handbook, pg. 9
EV 7.1	Facility Inspection Forms
EV 7.2	IPR HBK, pages 22 and 27
EV 7.3	FCA Facilities Research
EV 7.4	FCI Definition
EV 7.5	2003 FCA
EV 7.6	FCI Report
EV 7.7	5YCOP 2019
EV 7.8	5YCOP 2020
EV 7.9	Utilization Analysis Fall 2018

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 8.1	LCC-IEPI Institutional Innovation and Effective Plan
EV 8.2	IEPI Grant Partnership Team Process Summary based on May 11, 2021 visit
EV 8.3	LCC IEPI Status Report
EV 9.1	BP 2430
EV 9.2	AP 2430
EV 9.3	Policy Committee agenda, February 9, 2021
EV 9.4	Board minutes, March 9, 2021
EV 9.5	Board minutes, April 13, 2021
EV 9.6	Policy Committee agenda, February 9, 2021
EV 9.7	Board minutes, March 9, 2021
EV 9.8	Board minutes, April 13, 2021
EV 10.1	Student Conduct & Rights
EV 10.2	Maxient PDF & Link https://cm.maxient.com/reportingform.php?LassenCC&layout_id=0
EV 10.3	Title IX
EV 10.4	Campus Life
EV 10.5	Athletics
EV 10.6	Academics
EV 10.7	Student Services
EV 10.8	Paper version of Complaint Form
EV 11.1	Mission Statement

Lassen Community College
ACCJC Follow Up Report

Linked Evidence ID	Evidence Description
EV 11.2	Vision
EV 11.3	Strategic Goals
EV 11.4	Institutional Set Standards
EV 11.5	sample from Report Server
EV 11.6	sample of Athletic schedules
EV 11.7	sample schedule of classes
EV 11.8	ACCJC Institutional Set Standards Report
EV 12.1	Board Policy 2410
EV 12.2	Board Policy Review Schedule
EV 12.3	Academic Senate minutes, March 10, 2021
EV 12.4	Consultation Council minutes, March 24, 2021

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.
- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow
- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements
- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

- October The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
- October Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
- October Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
- November/December Initial meeting of the IPR Team and Senate mentor (if desired).
- November-May The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
- February Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
- August The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
- September The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
- October IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents.
- Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

Fine Arts (including Art History and Studio Art)
 Humanities (including English)
 Mathematics/Natural Science
 History/Social Science/Sociology/Psychology/Anthropology
 Physical Education

Career/Technical Programs — 2-yr cycle

Administration of Justice (including related POST information)
 Agriculture
 Automotive Technology
 Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
 Information Systems
 Graphic Design
 Fire Technology
 Gunsmithing (including related NRA)
 Human Services
 Allied Health (including Vocational Nursing, CNA, Medical Assisting)
 Welding Technology

Special Academic Programs — 4-yr cycle

Athletics
 Developmental Studies
 Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u> ..	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

II. PROFESSIONAL DEVELOPMENT 25

DESCRIPTION/EVALUATION..... 25

PLANNING AGENDA..... 25

III. STUDENT OUTCOMES 26

DESCRIPTION/EVALUATION..... 26

PLANNING AGENDA..... 26

IV. PRIORITIZED RECOMMENDATION 26

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 26

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS..... 26

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN..... 27

SECTION THREE: FACILITIES PLANNING..... 27

I. FACILITIES..... 27

DESCRIPTION/EVALUATION..... 27

PLANNING AGENDA..... 27

II. PRIORITIZED RECOMMENDATIONS 28

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 28

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS..... 28

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN 28

SECTION FOUR: TECHNOLOGY PLANNING..... 28

I. TECHNOLOGY..... 28

DESCRIPTION/EVALUATION..... 28

PLANNING AGENDA..... 28

II. PRIORITIZED RECOMMENDATIONS 29

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 29

PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS..... 29

PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN 29

ATTACHMENT A:..... 30

ATTACHMENT B: 31

ATTACHMENT C:..... 32

ATTACHMENT D: 33

ATTACHMENT E:..... 34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. . Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

[Click here to enter text.](#)

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Describe any facilities needs identified by assessments of student learning outcomes

[Click here to enter text.](#)

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

LASSEN COMMUNITY COLLEGE MASTER PLAN OVERVIEW

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of
Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
 Yuting Lin
 Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
 Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.

Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:04 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Sue Kelley, Chad Lewis.

1.02 Approval of Agenda

(Baker/Rupley – Consensus)

1.03 Approval of the Minutes

September 9, 2020 meeting minutes.

(Baker/Lin MSCU)

2. Public Comment

None

3. Action

3.01 GIS CA Program Placement

It was placed in Business to get it off the ground, but should be a new program and named as Information Systems. We are still working out who will be in charge of the program, as only Adjunct Instructors will be teaching for now.

(Downing/Rupley MSCU)

3.02 Correspondence Faculty Handbook

Handbook has had a comprehensive review and update. It has been updated with new information and examples. Discussion to change when correspondence packets are due. Motion to approve, with the change of language to refer to being notified by correspondence office when correspondence packets are due.

(Wiser/Rupley MSCU)

3.03 Curriculum and Academic Standards Committee Charge

Reaffirm charge with changes of added “via zoom in the charge” and “Program SLO’s in number 4 of the charge.

(Rupley/Lin MSCU)

3.04 2020-2021 IPR Timeline Addendum

The current IPR timeline is already behind. To complete past due, or out of sequence, IPR’s a timeline Addendum will be needed. Timeline Addendum discussed by Lisa Gardiner. This addendum is to facilitate the completion of the late IPR’s in a timely fashion. Workflow for Academic Senate and Curriculum Committee was considered in creating this timeline.

(Downing/Baker MSCU)

3.05 Transfer Policy

Motion to table item and set for special meeting for approval.

(Rupley/Wiser MSCU)

3.06 Curriculum/Academic Standards Committee

Assign vacant spot of Curriculum Academic Standards Committee for 2020-2021 year

Appoint Thomas Robb to the Curriculum Committee (Downing/Baker MSCU)

4. Discussion

4.01 Budget Development Handbook

This was discussed at Consultation Council and it actually should belong in Academic Senate. The handbook will be reviewed, edited and brought back for approval.

4.02 IPR Handbook

Lisa Gardiner shared that the handbook has been updated with some housekeeping for clarity and accuracy. The dates were also updated. It is ready for action. A comprehensive review and update should take place and be ready for the next evaluation cycle. Senators requested to review prior to bringing back for approval.

4.03 IPR Review Form

Lisa Gardiner shared the new IPR Review Form for IPR Mentors to use in reviewing the draft IPR's.

5. Information

5.01 ASCCC Faculty Empowerment Leadership Academy

It will be November 1, 2020. They are looking for Mentors and Mentees. If someone is interested, please let President Runyan know.

5.02 Credit for Prior Learning (CPL) Internal Approval Process

Roxanna Haynes shared this is supposed to be approved by December 31, 2020. It was discussed that we already have a BP and AP for Credit by Exam, and we may just need to update this policy to meet the requirements. Further investigation and work will be completed and the item will be brought back for approval as needed.

6. Reports

6.01 Administration

Roxanna – Committed to online modality for spring 2020. Tri-Chairs are doing a fantastic job with accreditation.

6.02 Senators

Yuting Lin – Seaira Harrington and her are working on a Suicide Prevention plan and wanting direction on how to get the plan approved. Suggested to talk with HR/Planning Committee and Safety Committee before considering bringing to Consultation Counsel for discussion.

6.03 LCFA

None

6.04 Guided Pathways

Group met last week, nothing to report at this time

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:01pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing

Detailed IPR Timeline 2020-2021

This timeline is provided this year as we address a large influx of IPRs going through the approval process. Separate timeframes are identified based on whether IPRs are “in- sequence” (due August 2021) or “out-of-sequence” (late). Adhering to established timeframe (or submitting early) will help work flow for committees reviewing IPRs and/or curriculum.

TIMELINE FOR IPRS IN-SEQUENCE (ON TIME)

Fall (year prior to IPR due date)	Activities
September	<ul style="list-style-type: none"> • CTE Faculty: Review/Update Advisory Board Roster (Changes require Board of Trustee Action) Send updated roster to President’s Office by 10-2-20 to be put on Board Agenda for October • (optional to submit) IPR Annual Updates due
October	<ul style="list-style-type: none"> • Receive IPR Data • Complete IPR Orientation • Student Evaluation #1 administered and compiled by Academic Services • Consider Initial meeting with IPR Team and Academic Senate Mentor <ul style="list-style-type: none"> ○ Begin Curriculum Review <ul style="list-style-type: none"> ▪ Review/Update curriculum including; Examine Course Outline of Record: currency of text (within last 7 years for transfer courses), course offering timeline (2 year plan), relevancy of student learning outcomes, construct SLO maps • CTE Faculty: Updated Advisory Roster approved at Board of Trustees Meeting • CTE Faculty: Schedule Advisory Board Meeting
November	<ul style="list-style-type: none"> • Continue IPR Team meeting(s) • CTE Faculty: Hold Advisory Board Meeting: Curriculum changes require Advisory Board action

TIMELINE FOR IPRS IN SEQUENCE (ON TIME) CONTINUED...	
Spring (semester prior to IPR due date)	Activities
January	<ul style="list-style-type: none"> • Draft IPR document • Prepare curriculum for submission to Curriculum Committee next month. Early submission encouraged
February	<ul style="list-style-type: none"> • Student Evaluation #2 administered and compiled by Academic Services • Inclusion of Student Evaluation #2 data into IPR Document • Submission of course reviews/revision to Curriculum (the earlier the better) Textbook changes effective for Fall must be submitted to Curriculum Committee by end of February to be incorporated in Datatel for Fall registration.
March-April	Draft/edit IPR
May	Draft of IPR to Senate for review and input
Fall (IPR Submission)	Activities
August	Finalized IPR submitted to Academic Senate and Academic Dean for acceptance
September	Senate approved IPR submitted to Board of Trustees
October	IPR recommendations to planning committees <u>ACCJC site visit with review of IPR documents completed as scheduled</u>

TIMELINE FOR IPRS OUT OF SEQUENCE (LATE)

Fall (year after IPR due date)	Activities
September	<ul style="list-style-type: none"> • CTE Faculty: Review/Update Advisory Board Roster (Changes require Board of Trustee Action) Send updated roster to President's Office by 10-2-20 to be put on Board Agenda for October • (optional to submit) IPR Annual Updates due
October	<ul style="list-style-type: none"> • Receive IPR Data • Complete IPR Orientation • Student Evaluation #1 administered and compiled by Academic Services • Initial meeting with IPR Team and Academic Senate Mentor <ul style="list-style-type: none"> ○ Begin Curriculum Review <ul style="list-style-type: none"> ▪ Review/Update curriculum including; Examine Course Outline of Record: currency of text (within last 7 years for transfer courses), course offering timeline (2 year plan), relevancy of student learning outcomes, construct SLO maps • CTE Faculty: Updated Advisory Roster approved at Board of Trustees Meeting • CTE Faculty: Schedule Advisory Board Meeting
November	<ul style="list-style-type: none"> • Continue IPR Team meeting(s) • Draft IPR document
December	<ul style="list-style-type: none"> • Prepare curriculum for submission to Curriculum Committee next month. Early submission encouraged
Spring (year and a half after IPR due date)	Activities
January	<ul style="list-style-type: none"> • Submission of course reviews/revision to Curriculum (the earlier the better) Textbook changes effective for Fall must be submitted to Curriculum Committee by end of February to be incorporated in Datatel for Fall registration.
February	<ul style="list-style-type: none"> • Student Evaluation #2 administered and compiled by Academic Services • Inclusion of Student Evaluation #2 data into IPR Document
March	Finish drafting/editing IPR document
April	Draft of IPR to Senate for review and input
May	Submit finalized IPR to Senate and Academic Dean
June	IPR submitted to Board of Trustees

Fall (IPR Submission)	Activities
October	IPR recommendations to planning committees ACCJC site visit with review of IPR documents: All late documents now caught up.

Academic Senate Meeting February 3, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:01pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, Lisa Gardiner, Sandra Jonas, Sue Kelley, Anna Pasqua, Dan Weaver

1.02 Approval of Agenda

(Baker/Lin MSCU)

1.03 Approval of the Minutes

December 9, 2020 Senate Meeting minutes

(Lin/Baker MSCU)

2. Public Comment

None

3. Action

3.01 AJ 60 Adult Correctional Officer Core Course

Approve new course outline for the Correctional Core course, which is a 5 week, 195 hours, 9.5 unit course expected to be offered once a year.

Motion to approve

(Baker/Rupley MSCU)

3.02 IT Support Professional Certificate of Completion

Approve certificate of completion.

Motion to approve.

(Downing/Baker MSCU)

3.03 Curriculum Action Log

All actions taken at Curriculum/Academic Standards meetings are compiled into the Annual Action Log, and it goes to the board twice a year for approval: at the close of fall semester and at the end of the academic year.

Motion to approve Curriculum Action Log

(Rupley/Lin MSCU)

3.04 Guided Pathways Scale of Adoption Self-Assessment

This document has been completed by the Guided Pathways Taskforce as a self-assessment of their progress. Document has been approved at Consultation Council pending approval at Senate.

Motion to approve.

(Downing/Wisser MSCU)

4. Discussion

4.01 Child Development IPR

First review with discussion. Senator Rupley is the IPR mentor, and has reviewed the document. Minor changes suggested. Action planned for next meeting

4.02 Digital Graphic Design IPR

First review – Reviewed by President Runyan as the mentor. IPR contains information related to Revitalization/Discontinuance process which has not been formalized as of today. IPR will come back for review and approval at a later date.

4.03 Fire Technology IPR

First review with discussion. Senator Downing is the IPR mentor, and has reviewed the document. Minor changes suggested, including date on cover of document. Action planned for next meeting

4.04 Fine Arts IPR

First review with discussion. President Runyan is the IPR mentor, and has reviewed the document. Action planned for next meeting

4.05 Nursing/Allied Health/EMT IPR

First review with discussion. Senator Wisler is the IPR mentor, and has reviewed the document. Action planned for next meeting

4.06 AP 4102

Career/Technical Programs Advisory Board

Item requested for discussion by Senator Rupley. Upon review of the document and discussion it was the consensus of the Senate that the language in the AP appears confusing related to the number and selection criteria of committee members. Further investigation and revisions will be forthcoming and possibly brought back for discussion and action at a later meeting.

4.07 CPL Financial Assistance

Financial aid does not cover Credit for Prior Learning. This is an equity issue that needs to be looked at. The Student Services Master Planning committee suggested covering half the cost and are open to other suggestions. Senator Downing suggested there be no or only a low cost to cover expenses associated with CPL. Senate was in consensus. Item will be investigated further by President Runyan and brought back at a later date.

5. Information

5.01 Future Agenda Items

Create New IPR Handbook/Template – President Runyan wants this to remain in the forefront as it is an important task for Senate to work on this year. The suggestion of a workgroup will be considered in the future.

Online Class Cameras-On Requirements – President Runyan brought this forward there needs to be some decisions made in the future. Lengthy discussion about the possible need for an AP or just recommendation from Senate to all faculty to have clear standards and guidelines spelled out in course syllabi. No action was taken this was not an action item.

Diversity Pledge and Faculty Diversification – President Runyan discussed the pledge that was presented at the fall plenary recommending colleges adopt a pledge. It was the consensus that this be discussed at the new LCC Diversity Committee meeting.

5.02 Accreditation Update

Tri-Chair Member Lisa Gardiner informed the Senate that broad input is needed in the Canvas Surveys, related to accreditation and specifically IPR processes. She is requesting that all staff and faculty complete the surveys listed in the Accreditation shell on Canvas.

It was further discussed that there are issues with a few faculty who have not completed their IPR's as required. These IPR's need to be completed as soon as possible, as it may continue to hinder our accreditation status.

6. Reports

6.01 Administration

Carie Camacho – There is a faculty meeting on Friday at 1:00pm, via zoom, and everyone should have received an email invitation. Census is due soon, but there are still lingering issues related to the network being down last week. More information will be available in the near future.

6.02 Senators

None

6.03 LCFA

Rupley – The latest on negotiations have been emailed today. Please review and if there are any questions, reach out to him or another LCFA board member.

6.04 Guided Pathways

None

7. Closed Session

Entered Closed Session: 4:27pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Gunsmithing – 1 Applicant

Fire Science – 2 Applicants

Upon completion of this item, Lisa Gardiner leaves meeting.

7.02 Faculty Evaluation Recommendations

Closed Session Ended: 4:49pm

Return to Open Session – Report of Actions from Closed Session:

7.01

Gunsmithing – Approve Equivalency on vote of 4 yes, 0 no, 2 abstain

Fire Science – Approve Equivalency for both candidates on unanimous yes vote.

7.02

Senate agrees the District followed the appropriate timelines for the evaluations.

8. Meeting Closing

8.01 Adjournment – 4:51pm

(Downing/Rupley MSCU)

Respectfully Submitted,

T. Downing

**Agenda Item Details**

Meeting	Oct 06, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	5. Information Items
Subject	5.01 Instructional Program reviews due
Type	Information

Administration of Justice Sept 2020

Agriculture - Sept 2014, 2016, 2018, 2020

Allied Health - Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing - Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education - Sept 2018

Welding Sept 2019, 2021



LASSEN
COMMUNITY
COLLEGE

STUDENT LEARNING OUTCOMES HANDBOOK 2020-2021

Academic Senate Adoption: _____ 3-24-2021 _____

Curriculum Committee Review: _____ 4-6-21 _____

INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education.

The Standards measure not only the quality and effectiveness of the institution's programs and support services no matter where or how they are offered, but also the effectiveness of the institution in meeting its mission, the adequacy of resources, and the processes of leadership, governance, and decision-making to adapt the institution to meet a changing future (ACCJC.org).

The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it. The four standards are as follows:

STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are

designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

Building a common language around Student Learning Outcome assessment is key to increased understanding and success. Please find a list of frequently used terms below:

SLO: (Student Learning Outcomes) State what a student is able to know or do at the completion of a course.

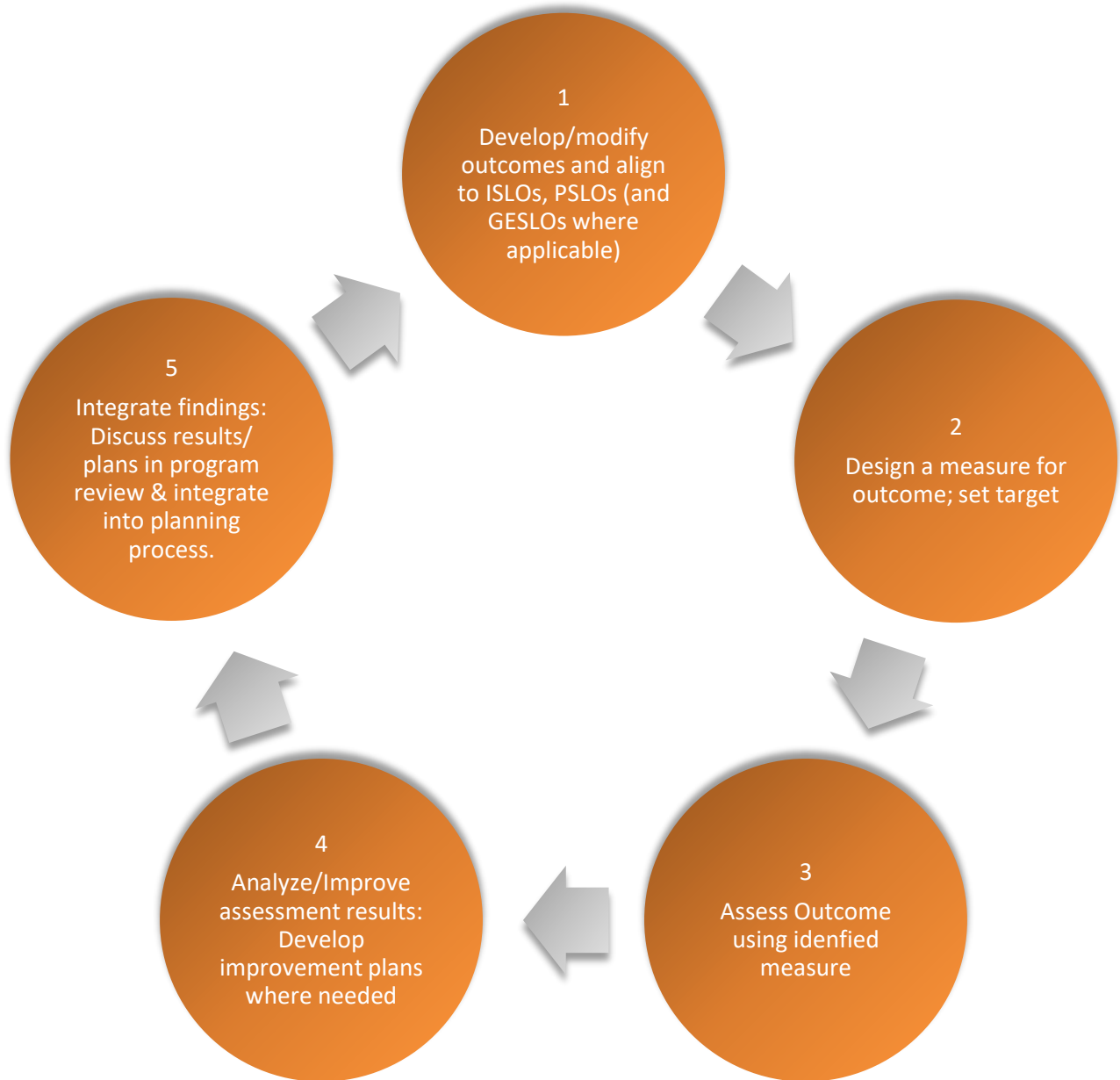
PSLO: (Program Student Learning Outcomes) State what a student is able to know or do at the completion of a program.

ISLO: (Institutional Learning Outcomes) Identify desired abilities of students upon completion of their education at Lassen Community College based on their whole college experience including receiving instruction and services, as well as engagement as a member of the LCC community.

GESLO: (General Education Student Learning Outcomes) Specify what a student is able to know or do at the completion of a course that relates to transferable general education criteria.

Outcome Assessment Cycle

Figure 1 *The process of outcomes assessment.*



Outcomes Assessment Cycle: The process by which we develop, assess, analyze, improve and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals.

Student Learning Outcome and Assessment Cycle

Step 1: Develop/Modify Student Learning Outcomes (SLOs)

Course SLOs are developed and included in Curriculum submissions of new courses. Program SLOs are included in Curriculum submissions for new programs. SLO Mapping is included with initial Curriculum submissions. SLO Maps align SLOs to GESLOS and ISLOS [Appendix A: SLO Map]. Program SLO Maps align course SLOs to Program SLOs [Appendix B: PSLO Map]. Many existing programs have these maps in place; those that do not are being pushed to complete them Spring 2021. Course and program SLOs may be revised at any time through the Curriculum process. Regular review of course and program SLOs occurs during the IPR process. Special courses not mapped to PSLOs are mapped to ISLOs and GESLOs.

Step 2: Design Measure & Set Target

SLO Maps identify measure(s) and target for SLO assessment.

Step 3: Assess SLOs

Course SLOs are assessed utilizing identified measures each term a course is offered, following the course's 2 year plan cycle. Two year plans for each program are located on the Lassen Community College website. Faculty are contractually required to assess a minimum of one SLO per course per term. SLO Assessment plans are submitted to Academic Services at the beginning of the term. Faculty collect and report SLO Assessment results at the end of the term.

PSLO and ISLO assessment is integrated into the IPR process. Programs receive PSLO and ISLO assessment data during their IPR Orientation.

Step 4: Analyze/Improve Assessment Results

SLO Assessment Results include measure, target, number of students who achieved target, and a listing of proposed actions, or improvement plans, where targets are not met. Discussion of Improvement Plan design may be facilitated by Departmental Improvement Plan Brainstorming Form [Appendix C: Departmental Improvement Plan Brainstorming Form]. Discussion of SLO results, improvement plans, and impact of improvement plans is integrated into the IPR process.

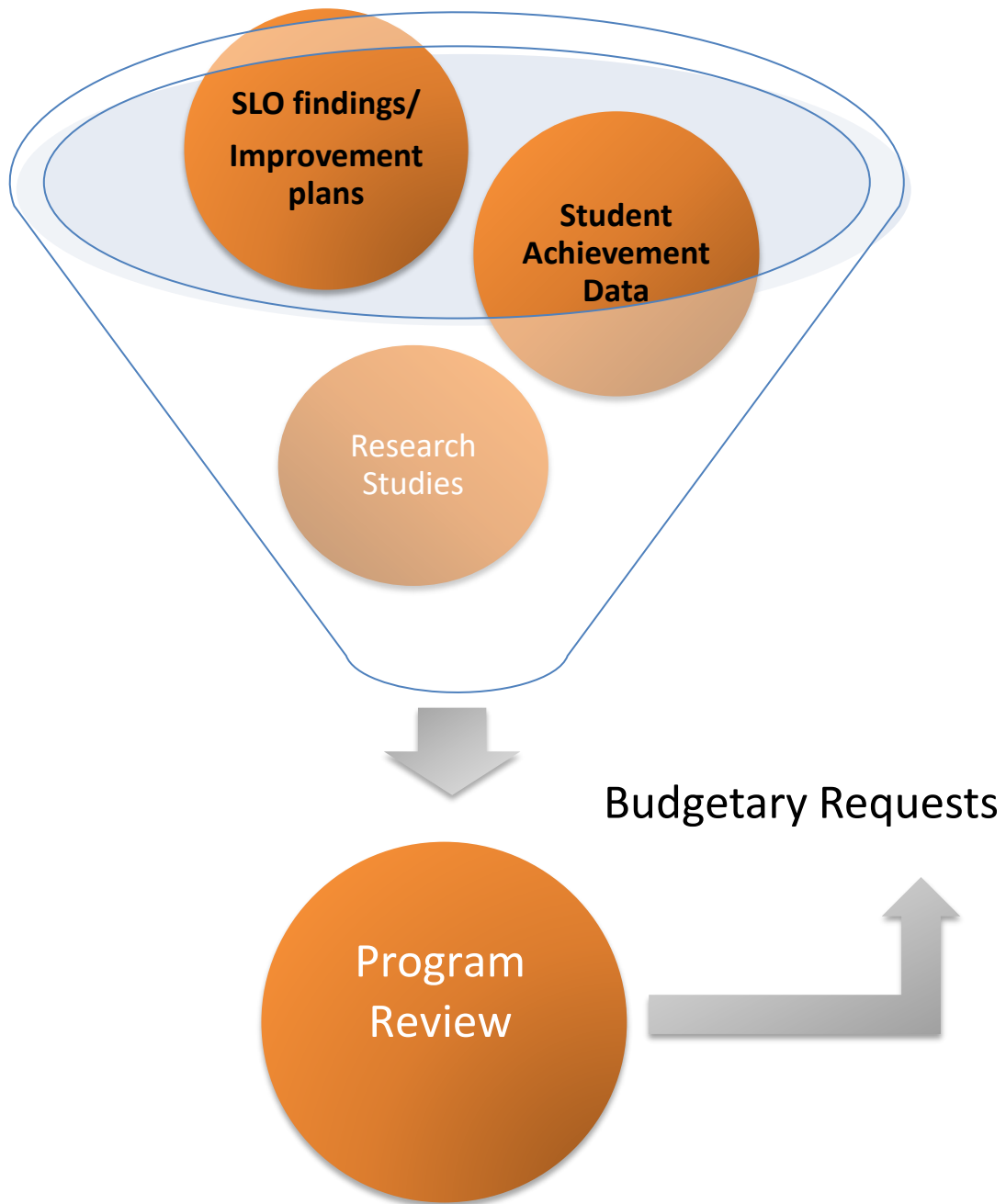
Step 5: Report & Integrate Findings

Longitudinal SLO data is provided for Instructional Program Reviews (IPRs) by the Institutional Effectiveness Office. IPRs include faculty analysis of SLO assessment results and SLO improvement plans (IPR Template Section II: Student Learning Outcomes).

The Instructional Program Review Handbook provides the mechanism by which budgetary requests identified in program reviews are supported by SLO findings and improvement plans, student achievement data, findings from research studies (where available); and are aligned with institutional strategic goals as a means to support quality improvement and evidence driven decision making (IPR Template Sections I-IV Planning Agendas and IPR Template Section VI. B: Prioritized Recommendations for Inclusion in the Planning Process).

Figure 2

The use of evidence to support budgetary decision making through program review:



SLO Process Improvement Plan Timeline

ACCJC Requirements and Recommendations identified in the June, 2020 Action letter from ACCJC brought to light improvements needed in LCC's SLO processes. As a result, a SLO Process Improvement Timeline was developed with the following goals:

Year 1: 2020-2021: Systematic Improvement

1. Consistent assessment of SLOs.
2. Consistent mapping aligning course SLOs to ISLOs, PSLO's and GESLOs.
3. Pilot project focused on PSLO and ISLO assessments targeted for inclusion in IPRs due 2021-2022.
4. Revision of IPR Handbook to emphasize discussion of SLO assessment results, "closing the loop."

Year 2: 2021-2022: Implementation

1. Integration of improved SLO data in IPRs
2. Integration of IPR prioritized recommendations in planning process
3. Analyze results of PSLO/ISLO pilot assessment project. Develop improvement plans for furthering robust SLO assessment.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

SLOs are: “What can students do or produce at the end of the course that they could not at the beginning.”

Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are *collaboratively authored* and *collectively accepted*.

Assessment

“Not everything that can be counted counts and not everything that counts can be counted.”
Albert Einstein

Assessment is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

Measurement is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria

- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

Direct vs. Indirect Assessment

Direct assessment involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

Formative Assessment

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met.

Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

Summative Assessment

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance).

Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

FREQUENTLY ASKED QUESTIONS

The following section focuses on questions (FAQs) related to Student Learning Outcomes (SLOs)

1) What are SLOs and how do they differ from course objectives?

According to the ACCJC, Student Learning Outcomes are the “knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences” (ACCJC Standards Adopted 2002, Standards Glossary, p.6). In other words they are the “specific observable or measurable results that are expected subsequent to a learning experience.” The SLO Glossary produced by ASCCC (2010) further clarifies by stating that,

SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities (p. 13).

SLOs differ from course objectives in that the latter are specific teaching objectives that drive course content and activities (ASCCC.org). Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives (ASCCC, 2010, p. 10).

2) Why should I participate in this process?

The Academic Senate views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning. For this reason, effective assessment practices are important not only to meet accreditation demands but also to benefit the college, the faculty, and the students.

Principle 11 of the Guiding Principles of SLO Assessment (2010) states, “Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (p.25). According to this, faculty’s chief responsibility is to provide students with an effective and rewarding learning experience. The responsibility involves participation in development of curriculum at the course, program and college level, and not just the responsibility for one’s own classes. Furthermore, “decisions regarding curriculum development should be based on collegial and authentic analysis of data...and for this reason SLO assessment can provide informative and beneficial input for making curricular evaluation and discussion at all levels more valuable and purposeful (Guiding Principles of SLO Assessment, 2010).

The Guiding Principles of SLO Assessment (2010) also states,

Outcomes and their assessments therefore must remain under the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p.26).

In other words, because faculty members have the necessary expertise, curricular decisions need to remain under their control. For this reason faculty need to be the ones that engage in assessment of student learning outcomes and the curricular decisions that follow. Guiding Principles of SLO Assessment (2010) supports, “When designed and implemented appropriately, SLO assessment can provide significant benefits as a tool for evaluating and revising curriculum and for improving student learning, and these benefits should be the primary reason for faculty to participate in assessment work” (p.26).

The Guiding Principles of SLO Assessment (2010) reflects on the consequence of ignoring SLOs by stating,

If faculty do not accept these responsibilities and fail to see SLO assessment as a beneficial professional practice, both faculty and students may suffer. If assessment becomes a task done only to satisfy the ACCJC, faculty will be less likely to engage in authentic discussions of valid data, and indeed the data collected itself may well be less informative. Curricular development and decision making will be less effective, thereby depriving students of the maximum educational experience. In addition, faculty who do not engage in assessment activities may find that decisions regarding curriculum are made for them, either by smaller groups of individuals who have chosen to become involved or, worse yet, by non-faculty who have taken on the responsibilities rightly due to the instructional experts (p.26).

3) Should grades suffice for assessment?

According to the Guiding Principles of SLO Assessment (2010), Principle 8, states “SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other” (p.21). Grades and SLOs are not the same thing because they have different approaches and have different purposes. Grading usually involves assigning a letter to some assignment or class the student participated in. The grade tells you very little or nothing about what skills the student can perform. Grades also tell you nothing about how the student can improve. According to Sholars (2009),

It is very difficult to trace back the learning of specific skills from a general grade. For example, if a student earns a “B” in the course, it is not possible to determine which skills or topics within the course were grasped well by the student simply by looking at the grade the student earned. Different faculty members teaching the same course could vary in the way they measure the combination of the different skills to produce the grade. For instance, Professor A might count the research paper for that course as 20% of the student’s overall grade, while Professor B might count the research paper for that course as 15% of the student’s overall grade. If that same research paper was used to assess an SLO, the faculty would score the skills that the faculty determined important on a faculty-

developed rubric. The faculty would have been normed on the rubric. Consequently, a student could earn an “A” in the course, but have scored 3 out of 4 on a faculty-developed rubric.

It is not just faculty that should be aware of the skills attained by a student after an assignment, but also the student. Students should be assigned a grade on an assignment and also a score that pertains to the SLO. If the student is familiar with the rating scale on the rubric, and what skills each score represents for a particular SLO, the student would be aware of what skills he or she has attained and which have not yet been mastered.

[Therefore,] formative SLO assessment involves evaluating student performance with the aim of providing feedback that will enhance student learning through improved instruction. Formative assessment helps the student and the instructor to ascertain what has been learned and what still needs to be learned and thereby can improve both teaching and learning” (p.26).

Thus, student learning outcomes are more useful for helping students understand how to improve their performance in a class and in future classes. Data from SLO assessment also provides feedback to faculty about how to improve instructional practices in a current class and in subsequent classes. Grading and outcomes assessment need not conflict with each as both serve necessary functions. “Faculty who employ only grades or only outcomes assessment may be depriving their students of important feedback. For example, a composition instructor who reads a student essay and simply assigns a letter grade or score, or even one who offers brief, general written comments to the student, has done little to improve the student’s writing. More productive comments would target specific expectations or outcomes for the paper and explain to the student where and how those expectations have or have not been satisfied. Through such feedback students can advance their skills and enhance their understanding of the course material. Thus, grading and outcomes assessment both serve important though separate roles and rather than conflicting, these processes should work in tandem to provide the different levels of input necessary for complete and effective student evaluation.

4) How do I begin? (Writing SLO’s)

The fillable Course SLO Map form (Appendix A) provides space for the description of SLOs and linkages to measures and achievement targets. Additionally, the form allows for linkages between the SLOs and the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEOs).

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. (ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

Therefore, you should begin by examining at the specific course objectives listed in the Course Outline of Record (COR) for the particular course. You should then try combining 2 or 3 or more of them into one logical cohesive outcome that can be assessed.

For example, at LCC BUS 2 course has the following course objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.
10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Objectives 8, 9, and 10 could be combined and rewritten as: Students will demonstrate an understanding of contemporary business principles and practices.

The other objectives can be combined similarly to yield other student learning outcomes.

Phrases and Words to be AVOIDED: Below is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborated when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe	SHOW:	BECOME:
capacity	Appreciation for...	Acquainted with...
comprehend	Attitude of...	Adjusted to...
conceptualize	Awareness of ...	Capable of...
depth	Comprehension of...	Cognizant of...
experience	Enjoyment of...	Conscious of...
feel	Feeling for...	Familiar with...
hear	Interest in...	Interested in...
intelligence	Knowledge of...	Knowledge about...
know	Understand of...	Self-confident in...
listen		
memorize		

perceive realize see self-actualize		
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Shopping List of VERBS: It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs listed below may be useful in constructing course objectives and student learning outcomes.

**A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise**

alter analyze appraise arrange attempt attend categorize change chart choose cite circle classify collect combine compare compile complete conclude consider contrast copy count criticize shorten structure tally	discover discriminate distinguish distribute document duplicate evaluate explain expand extend find follow formulate gather record relate reproduce return search signify sort suggest support underline signify switch tell	generate generalize identify imitate include indicate induce infer isolate itemize label list locate map mark match modify name note omit order organize paraphrase place simplify synthesize volunteer	plan point predict present propose provide question quote rearrange recall recombine reconstruct regroup rename reorder reorganize repeat rephrase restate restructure retell rewrite save select state systematize
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General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

Analyzing Process Complexity: It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

I. Responding (simple specific responses)		
Example Verbs:		Example Outcome:
Circle	Imitate Sort	“...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
Connect	List State	
Define	Point Tell	
Duplicate	Recall Underline	
Find	Recognize	
Identify	Repeat	
II. Elaborating (demonstrating comprehension)		
Example Verbs:		Example Outcome:
Classify	Locate information	“...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
Compute	Measure	
Discriminate	Paraphrase	
Explain briefly	Produce	
List reasons for		
III. Investigating (simple application of basic knowledge)		
Example Verbs:		Example Outcome:
Cite evidence for	Investigate	“...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
Find more about	Omit	
Gather data on	Order	
Illustrate		
IV. Analyzing (application of complex operations)		
Example Verbs:		Example Outcome:
Compare		“...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
Justify with logic and evidence		
Contrast		
Organize data in new forms		
Differentiate		
Interpret		

V. Concept Forming (developing simple original applications)	
<p style="text-align: center;">Example Verbs:</p> <p>Discover and document relationships Elaborate the concept of... Identify variables in Prove beyond a reasonable doubt</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”</p>
VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
<p style="text-align: center;">Example Verbs:</p> <p>Deduce Predict Extrapolate Reorganize Infer Synthesize Integrate Rank order on varied criteria</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.</p>
VII. Problem Solving (fully developed original contributions)	
<p style="text-align: center;">Example Verbs:</p> <p>Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”</p>

Bloom’s taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your SLOs.

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

5) Now SLOs are written, what do I do with them?

SLOs are specific measurable outcomes that are expected subsequent to a learning experience. Therefore, an **assessment tool** must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to tell you whether students can really do what the SLO states. According to the Guiding Principles for SLO Assessment (2010), Principle 1: “Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential” (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. According to Principle 1 in the Guiding Principles for SLO Assessment (2010), “This same principle applies not only to classroom instruction, but also to student support services, library services, and all other areas of a student’s academic experience” (p.9).

At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

6) What are the different types of assessments that I can use?

In *The Concept of Formative Assessment*, Boston (2002) offers the following explanation and definition of the concept of assessment: “Black and William (1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning” (p. 8).

There are many different modes of assessments: The following, though by no means exhaustive, is a list of some of the most common tools:

Table 1 *Common Assessment Tools*

Academic Direct Measures	Academic Indirect Indicators	Administrative Measures
Capstone Assignment	Advisory Board	Activity Volume
Comprehensives	Alumni Survey	Benchmarking
Internship Evaluations	Benchmarking	Climate/Environ
Licensure Exam	Curriculum	Discussions

Performance	Employer Survey	Doc. Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post Test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standard. Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Gov't Standards
Video/Audiotape	School Perform	Prof. Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

According to the Guiding Principles for SLO Assessment (2010):

If the term “assessment” refers to the process of collecting data, then “assessment results” are the data or evidence produced by this process. Such data need not always be quantifiable or measurable in numerical terms. Assessment results may take various forms, including not only quantitative data such as numerical or statistical scores but also qualitative evidence such as portfolios, narratives, performances, or other data that may be more dependent on observation than computation. Any information produced by assessment processes that can be used for analysis and improvement of student achievement and learning would fall under the category of assessment results (p. 8).

7) How do I know I have a good assessment tool for my SLOs?

This question is best answered by the Guiding Principles of SLO Assessment (2010) Principle 5: “SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty” (p.16).

Good assessment needs to simulate real world experiences and involve the application of critical thinking to tasks that approximate real world conditions like the workplace and other situations outside the classroom (Wiggins, 1990). Appropriate SLO assessment should not be simply a reproduction of information without context to anchor it. Authentic assessment is meaningful and involves application of knowledge and skills, not just simply memorization of information. The ACCJC’s 2012 SLO Rubric notes the importance of authentic assessment as an aspect of SLO proficiency: “Student learning outcomes and authentic assessment are in place for courses, programs, and degrees” (p. 5).

Faculty members also need to consider providing assessments at certain intervals of a course rather than just at the end. Such assessments are more useful because they can track student progress and provide more useful feedback to improve student learning. In other words, ongoing authentic assessment can improve the input that faculty provide to students as an aspect of instruction throughout their classes. As Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* states, “In classes, students need frequent opportunities to perform and receive suggestions for improvement” (para. 15).

Assessments should also be integrated into courses so they are non-obtrusive and as least disruptive as possible. Guiding Principles of SLO Assessment (2010), Principle 5 indicates, “Other, more formal assessment practices also might be developed as a part of the standard instructional program for a course. Assessment data can be collected from work students do as required course activities, projects, or assignments, requiring minimal additional course preparation or student performance” (p. 16). Faculty members can plan for such standards assessments in advance by incorporating them into their classes as part of the normal expectations for students in the course. This insures that SLO assessment will be as efficient and practical as possible

Furthermore, according to the Guiding Principles of SLO Assessment (2010), Principle 6 states, “Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs” (p.16).

8) Where do we collect the data?

At the end of each semester faculty submit the results of SLO Assessment, and steps taken as result of the assessment, within eight (8) District business days after the last day of finals. Data is submitted via an electronic, “End of Term Course Student Learning Outcomes Results” form (Appendix B).

Assessment criteria must be established for each SLO prior to collecting data. Assessment criteria refer to the percentage or ratio of questions answered correctly. For example, a multiple-choice test may require that 75% of the questions be answered correctly for the SLO to be met. Therefore the assessment criteria would be 75%. Assessment criteria can also be set for more complicated assignments like papers, projects, etc. by following a rubric.

An **achievement target** must also be set for each SLO before data is collected. The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the SLO. For example, a particular course might require that 80% of the students be successful when assessed for a particular SLO. Thus, for this particular SLO, 80% would be the achievement target.

9) What do we do with the data once it is collected?

Faculty need to take part in a discussion of the SLO results for their courses. All faculty who teach a particular course need to discuss the SLO results in order to decide whether they need to modify the SLO, the assessment tool, the assessment criteria, or the achievement target. More importantly, faculty members need to decide what the results mean for that particular course in order to modify it or improve it. Improvement plans involve consideration of planned changes that result from the review of SLO assessment results. Planned changes can include changes to the structure of an assessment or course, to the forms or other tools used as part of instruction, include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, requests for new equipment, etc. Improvement Plans include planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes. The Departmental Improvement Plan Brainstorming Form (Appendix C)

provides guidance and a means to capture the dialog and information needed to create robust Improvement Plan(s).

According to the Guiding Principles of SLO Assessment (2010), Principle 1 states,

Faculty are in direct contact with students, have the greatest knowledge and deepest understanding of the students' needs and abilities, and have the responsibility for developing and delivering the curriculum and course content, and therefore faculty can better understand the context of the data. By accepting and embracing their responsibility for SLO design and assessment, faculty will be in the best position to examine assessment data, ask questions about what the data suggest, and make appropriate changes to classroom and institutional practices in order to improve student learning (p.9).

10) Who should be involved in this process?

According to the Guiding Principles of SLO Assessment, (2010) Principle 2 states,

Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals. SLO assessment must involve full-time faculty members, part-time faculty members, staff, administrators, and anyone else directly or indirectly serving students. Faculty members need to take primary responsibility for developing SLOs, the assessments, analyzing data, and coordinating discussions. Part-time faculty members need to be involved as well as they are a majority of the faculty at most colleges. Faculty should be the ones making curricular decisions, especially those concerning how it can be changed and improved by using SLO data. Staff members also need to be involved. Staff members need to be involved in preserving data, maintaining and recording it, as well developing software tools and systems. Staff members are thus needed to support the entire SLO assessment process.

Discussion should also be held at the college level by faculty under the leadership of the academic senate. Instructional and student support service faculty should also be involved. According to the Guiding Principles of SLO Assessment (2010), Principle 2:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. Instructional and student support services faculty should not work in isolation from each other, but rather should collaborate and share information at all levels in order to more fully inform and strengthen the delivery of all aspects of a student's educational experience" (p.11).

There must also be assistance from college researchers to aid in the design and implementation of SLO instruments as well as evaluating their validity and applicability. Administrators also play an important role in the SLO process. Administrators need to support and facilitate the process. They need to make available sufficient staffing, technology, resources, compensation and other needs. Not only this, administrators must also support the SLO process through organization, scheduling, facilitating, coordinating, and encouraging, and approval of other necessary efforts to make the process more effective. According to the Guiding Principles of SLO Assessment (2010), Principle 2: "If the entire college is involved in assessment efforts, with each area or constituent group fulfilling its appropriate role while understanding and

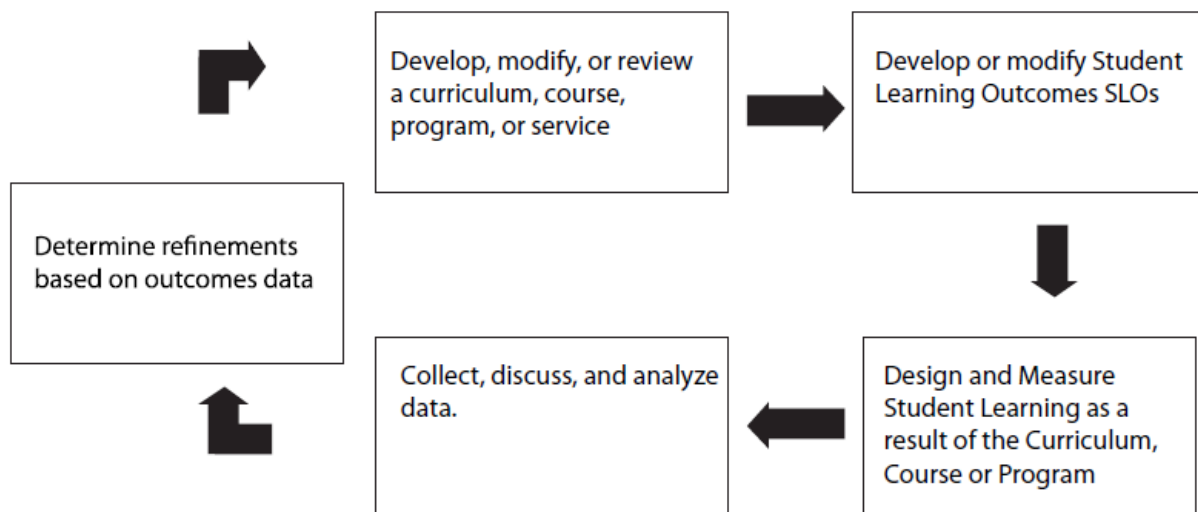
respecting the faculty’s primacy in SLO processes, all areas will be able to work cooperatively toward the common goal of serving students in the most effective ways possible” (p. 11).

11) Now that SLOs have been defined, assessment tools have been developed, data and action plans have been collected. Am I done?

No. The process is supposed to be ongoing and lead to “**continuous quality improvement**” of the courses, programs and services offered by the college. According to Principle 1 of the Guiding Principles of SLO Assessment (2010), “The purposes of student learning outcomes include assessing student achievement, evaluating the strength of courses and programs, and identifying instances in which instruction and student learning can be improved” (p.9). Furthermore, According to the Guiding Principles of SLO Assessment (2010), Principle 3 states, SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes”(p.10).

SLO assessment is not an end to itself but a vehicle for program and educational improvement. It needs to be an ongoing activity which uses current data to inform instructional practices. It should not be a periodic exercise that uses outdated assessments and data to inform current practices and decisions. The Academic Senate’s *SLO Terminology Glossary* (ASCCC, 2010) defines “**closing the loop,**” as:

Closing the Assessment Loop



The use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc. (p.4).

This requires a commitment by all people across all levels of the college. Faculty members are more likely to believe in the process and devote their effort if they feel it will lead to budgetary

decisions that will enhance students' educational experience. The college needs to make budget decisions that will support the projects and innovation that will lead to curriculum improvement. ACCJC emphasizes the importance of using assessment data as a basis for decision making throughout the college:

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement (ACCJC Standard I.B.4).

Colleges must therefore integrate SLO assessment into its program review. In other words, data from SLO assessment needs to inform the decision making reflected in program review. Programs need to be analyzed based on concrete information, thus making the program review process more data driven. This allows SLO assessment to connect logically and meaningfully to both short-term and long-term college planning. SLO data can inform decisions for improvement of programs, the setting of goals and implementation of strategies, as well as allocation of resources to address these needs. Programs can use concrete data to support their budgetary requests thereby making budget discussions more meaningful and better informed. The decision making process will tie resource allocation directly to the SLO process.

Guiding Principles of SLO Assessment (2010) suggests, "Perhaps the highest level at which SLOs and SLO assessment can be incorporated into the culture of a college is by connecting general education outcomes directly to the college vision, values, or mission (p.10). Colleges might want to revise their mission statement, if necessary, to make an obvious connection with its institutional learning outcomes. Institutional learning outcomes should also have an explicit connection with the general education outcomes.

12) Do SLOs remain the same once established or can we change them?

SLOs can be revised as needed. According to the Guiding Principles of SLO Assessment (2010), Principle 3, that states:

The process and the SLOs themselves must remain open to revision and adjustment. Student needs and curricular practices change, and colleges must continuously reflect on their practices and expectations in order to serve students as fully as possible. The job of SLO development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. For SLO data to be effective in informing decision making at all levels of the college, the SLO assessment process should be revised as necessary to reflect changes in the college's curriculum, needs, and culture (p.10).

13) Okay, we are continuously assessing student learning outcomes, revising them as needed, and using them to inform program review. Now are we done?

No. Program learning outcomes, general education outcomes, and institutional outcomes must also be developed. Program learning outcomes (PLOs) have been defined by Marshall (2013) as "Broadly inclusive statements that might be considered areas of competency within a given discipline or general area of competency within a GE program." PLOs must be developed for any sequence of courses that leads to a certificate or degree.

According to the Guiding Principles of SLO assessment (2010), Principle 4, “SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment” (p.15). The mapping of these outcomes needs to be thoughtful and involve dialogue among all necessary parties. This includes not only faculty, but also staff and administration. According to ASCCC (2010), “When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision” (p.1). Doing this makes the assessment process more practical and efficient. An example within Principle 4, presents a scenario, “If program outcomes are designed and mapped to reflect direct connections to the SLO s of the courses that comprise the program, then assessment of the program outcomes may be conducted using data provided through the process of course SLO assessment” (p. 15). This means SLO assessments, if appropriately designed and assessed, can double as program learning outcomes. Furthermore, program learning outcomes assessment need not incorporate data from every course that comprises the program. Certain programs that have mastery courses, where students master a skill that was introduced in previous courses, might choose to focus assessment at the courses where mastery occurs.

Assessment of general education and institutional outcomes requires a broader dialogue. The *SLO Terminology Glossary* (2010), states that institutional learning reflect “The knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience” (p.9). Thus, they combine expertise found in several areas or a combination of areas and not a single discipline. Institutional learning outcomes include those related to institutional effectiveness (degrees, transfers, productivity) as well as learning outcomes. Principle 4 reflects on the success of the process as;

Successful attainment of general education and institutional outcomes depends on the overall educational experience that is founded on the course and program level. If students do not achieve the expected outcomes at the course and program level, then they are also unlikely to attain the college-level outcomes. For this reason, colleges should work to establish explicit alignment between program outcomes and those at the general education and institutional level. If students are successful in achieving course and program level outcomes, and if those outcomes provide direct and clear connection to the general education outcomes, then assessment will once again be simplified and the overall educational experience of students will have greater coherence and will therefore be enhanced (p. 16).

14) Can results of SLO, PLO assessment be used against me?

No. According to Guiding Principles of SLO Assessment (2010, Principle 10: “SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.” (p.24). Alan Craig and Fulks (2007) support, “Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments” (p. 2). Thus, SLO assessment results would not be a true indicator of whether learning has taken place or whether the results should be used to improve the courses, programs, or services the college offers.

References

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APPENDIX A: Course SLO Map Form:



COURSE SUBJECT & NUMBER:

DATE REVIEWED:

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

Transfer

Economic/Workforce Development

Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:

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Institutional Learning Outcomes
1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.
#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
#4. Personal/Interpersonal Responsibility- Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

General Education Student Learning Outcomes for Associate Degrees
#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.
#2. Explain and analyze relationships between science and other human activities.
#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

APPENDIX B: Program SLO Map



PROGRAM ID:

DATE LAST REVIEWED/UPDATED: 2/3/2021

PROGRAM TITLE: Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

FACULTY NAME(s): Brian Wolf

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PSLO 3
	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	Demonstrate an understanding of the basic methodologies of science.
AGR-1			
AGR-2			
AGR-10			
AGR-13			
AGR-20			
AGR-40			
AGR-41			

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

APPENDIX C: Departmental Improvement Plan Brainstorming Form

Departmental Improvement Plan Brainstorming Form*

Department:

Date of Discussion: _____

Course/Department SLO(s)/AUOs discussed (Example: ENGL 1, Financial Aid): _____

Semester(s) assessment data was collected (Example: Fall 2020):

Faculty/Staff involved in discussion and analysis:

What is discussion and analysis of this data telling you?

Questions faculty may consider include:

2. Do you see gaps in the outcomes data? If so, what is the cause?
3. Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
4. Do you see overall gaps in their instructional experience? If so, where?
 - Do you see gaps in the evaluation process itself? If so, why? How can that be improved?
 - Do you see other issues in the student's experience? – Timing of assessment leading to low percentage of students completing assessment? Unmet student needs impacting academic performance?

Provide a summary of the conversation leading to the improvement plan.

1-Write a brief description of the improvement plan to facilitate change, including semester improvement plan is anticipated to be implemented *:

2- Write an implementation description. (How will the improvement plan be set in motion? What steps are required to complete the action plan?)*:

3- Indicate the person(s) who will implement the improvement plan*:

4-Indicate any physical or financial resources needed, including estimated requested budget amount, if any (to be included in IPR or Annual IPR Update)*:

*This information is intended to aid in the development of Improvement Plans to be finalized when reporting End of Term Course Student Learning Outcomes

Academic Senate Meeting April 14, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Lin Rupley, Runyan, Waiser

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Sue Kelley, James Kleckner, Alison Sommerville

1.02 Approval of Agenda (Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 3/24/2021 meeting (Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Second Review of IPR for approval. Motion to approve
(Baker, Rupley MSCU)

3.02 PSLO/ISLO Pilot Project

Surveys will be sent out to students that are graduating from the listed programs. The information gathered will be for upcoming IPR's. Runyan stated that the Tri Chairs have put in a lot of work on this project. Rupley brought up some misspellings that need to be corrected. Lisa Gardiner took notes on what needed to be fixed. Rupley mentioned that the IPR handbook will need to be updated to reflect this data capture. Motion to approve with corrections.
(Rupley, Baker MSCU)

3.03 AP 4102

Senate took action at it's March 10, 2021 meeting to take out the Superintendent/President submission of CTE Advisory membership to the Board of Trustees. Concerns arose regarding this as the Superintendent/President is the Secretary to the Board. Administration discussed that this is more of a collegial process by having the word consideration. It was recommended by Baker for the sentence to read: "The Chief Instructional Officer will forward the candidates to the Superintendent/President, who submits the list of candidates to the Board of Turstees." Motion with recommended changes.
(Baker, Rupley MS) There was not a majority vote. Motion died

4. Discussion

4.01 ACCJC Draft Report

President Runyan wanted to thank Senators Andy and Celeste for making comments on the document. Adam stated this is not a final draft because there are a lot of things that need to be updated and we want others to take looks at this document. The corrections or information that was requested will go back to the tri-chairs as well as the consultant to keep the document keeps going forward in a positive way. Thomas Robb has been selected as the editor and will help make sure all the links are good and that the document carries one voice. This document will need to be done and finalized through all steps and make sure that it is finished so ACCJC gets this document by October of 2021. Senate made recommendations back to the tri-chairs to continue through the governance process.

4.02 Camera On Recommendation

This is a guidance memo that came from another college and things that other colleges are doing to address online instruction. There can be one more discussion, but the following meeting will need to be an adoption of a LCC document that we will need to have. Andy asked if this is something we need to align with accreditation. Adam stated this is a recommendation that is to limit liability. We need to do what we have discussed before, which is to make sure that our syllabus are very specific with what we will require in our courses as instructors.

4.03 DEI Resolution

This document is something that is happening throughout the state and something that can help us be a pillar in the community as a DEI stakeholder. This still has a bit to go and we are hoping to have something by June of this year. It is a state wide movement. Andy asked if there is any push back against something like this throughout the state. Adam stated that this is overwhelmingly being approved throughout the state. The one concern that has been voiced is that it can divide people based on who did and did not sign the document. Roxanna brought up an inclusivity document in 2019

and this document is not a new resolution and that we have already supported this type of movement. Adam said he will reach out to other people to see if there is anything else on the document.

5. Information

5.01 Transcript Evaluation Form for Incarcerated

This form was updated to be more inclusive to our incarcerated students and also helps meet an accreditation standard. Counseling and correspondence has viewed this document as well as KC Mesloh, Evaluation Coordinator, to make sure this document meets standards.

5.02 Spring Senate Plenary

Adam talked about spring plenary and the voting that will happen. We need to get information to Adam by Friday to address any concerns. When the voting is done Adam will come back to tell us what happened. Alison asked to please vote for CCC apply. James wanted the votes to be thoughtful.

6. Reports

6.01 Administration

Carie said she didn't have much to talk about except the bombshell from yesterday (CCC closing). Adam asked how many people we will lose. Roxanna said rough numbers look like 13% loss in FTE. Andy asked if there was any retention from students transferring to other institutions. Roxanna stated that there are multiple factors. Some students may be able to finish the social science degree, but we will lose multiple business students from finishing their degrees. There are book issues that may lead to some students not being able to finish degrees. It may be best to put together a letter for the students to give to their future college coordinators to get finished. There could be some scheduling changes to help finish the students out before they leave next year.

6.02 Senator Reports

Adam asked about nominations about running for senate this next cycle. Colleen said that she had not received anything yet.

6.03 LCFA

No Report

6.04 Guided Pathways

No Report

7. Closed Session

7.01 Consideration of Faculty Minimum Qualifications

None

10.01 Adjournment - Motion to adjourn at 4:35pm

(Baker, Lin MSCU)

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – November 10, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



Detailed IPR Timeline 2020-2021

This timeline is provided this year as we address a large influx of IPRs going through the approval process. Separate timeframes are identified based on whether IPRs are “in- sequence” (due August 2021) or “out-of-sequence” (late). Adhering to established timeframe (or submitting early) will help work flow for committees reviewing IPRs and/or curriculum.

TIMELINE FOR IPRS IN-SEQUENCE (ON TIME)

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June	IPR submitted to Board of Trustees

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October	IPR recommendations to planning committees ACCJC site visit with review of IPR documents: All late documents now caught up.

Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:03 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Sue Kelley.

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes

September 23, 2020 Senate Meeting minutes

(Rupley/Baker MSCU)

1.04 Approval of the Minutes

October 7, 2020 Special Meeting Minutes

(Rupley/Baker MSCU)

2. Public Comment

None

3. Action

3.01 IPR Handbook

Reviewed suggested changes made to the handbook, to include noting location of annual update template, language related to revitalization/discontinuance policy, handbook approval methods, and minor language changes. Motion to approve with changes.

(Downing/Rupley MSCU)

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Lisa Gardiner provided a template/Rubric for mentors to use for IRP review. Form is a living document, and will need updates in the future but is a valuable tool for current IPR review.

(Downing/Lin MSCU)

3.03 Fire Technology Certificate of Achievement Basic Wildland Firefighter

This is a new certificate, which replaces the Fire Technology Certificate of Accomplishment

(Downing/Baker MSCU)

3.04 FS 64B Instructor II - Instructional Development Course

New classes added to the Fire Technology discipline. Course has been reviewed in Curriculum Committee.

(Downing/Rupley MSCU)

4. Discussion

4.01 Budget Development Handbook

Senate President Runyan needs more information to update this handbook and is hoping to obtain the information and have item back for approval next meeting.

4.02 AP 4235 Credit for Prior Learning

Comprehensive review and updating to this AP is needed to meet new guidelines. This is in progress and the policy will be brought back at a future meeting. It was discussed that there may be funds available to help finance the crosswalks required.

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First review by Senate and comments received. IPR will be action item next meeting.

5. Information

5.01 Correspondence Faculty Handbook

This handbook has been reviewed by Dana Armeson, LCC Correspondence Coordinator and updates have been made.

6. Reports

6.01 Administration

Carie Camacho shared that all programs have received their IPR data. Human Services does not have a full-time instructor to complete the IPR, so negotiations will be underway to offer the special assignment to faculty. Also, employee evaluations are underway and going as planned. Camacho thanked the Academic Senate for their work and support.

6.02 Senators

Andy Rupley is trying something new as a division chair. He is recording “how to” videos on topics like syllabus development, attendance sheets, grading, etc. and could share those videos if there is a desire. It was suggested that he create a Canvas shell to house the videos.

Adam Runyan will be attending the Academic Senate Area A meeting this next Friday.

6.03 LCFA

None

6.04 Guided Pathways

The LCC Foundation approved and will be providing \$100.00 gift cards/month to hire students this semester. In the past, they were given gift cards for services on campus, but since those services are all closed due to COVID, another option was sought.

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:14 pm
(Baker/Rupley MSCU)

Respectfully Submitted,
T. Downing

Peer Review Checklist/Rubric

Name of Faculty Peer Reviewer: _____

Program:	Dean:	Date:

Program Review Element	Element Included Yes/No	Revisit Element Yes/No	Comments
GENERAL			
Program Mission Statement: Is included and describes program in question clearly and all populations served by program are represented			
Alignment: Description provided of how the program aligns with the College's Mission (
Program Goals: Are included and appear sufficient			
Program Description: Titles and description match program description in catalog			
Program Student Learning Outcome: PSLO's included and measurable for each program			
STUDENT LEARNING OUTCOMES			
Course Student Learning Outcomes: measurable CSLO's are aligned to Institutional Learning Outcomes and General Education outcomes (where applicable)			
SLO Reflection: Response to SLO prompt included and match adopted SLOs in course outline and demonstrates thoughtful reflection on SLO results and impact on program			
INTERNAL FACTORS			
Data Sources: Descriptions and sources provided for outside data (if used)			

Program Review Element	Element Included Yes/No	Revisit Element Yes/No	Comments																		
Program/Department Changes: Noted and impact on program discussed																					
Data Trends: Department trends (growth/decline in students, instructional load, student achievement/success are discussed and compared to the whole college																					
Use of Data: Evidence provided of how the department/program is using and incorporating results (data) from assessments in decision making and to improve program quality or meet internal/external demands																					
<p>Enrollment Management Analysis: The following data trends are discussed to evaluate programs enrollment data and class scheduling (times of days and offering cycle):</p> <table border="1" data-bbox="115 968 683 1522"> <thead> <tr> <th data-bbox="115 968 420 1058">Enrollment Data Element:</th> <th data-bbox="420 968 683 1058">Included Y/N</th> </tr> </thead> <tbody> <tr> <td data-bbox="115 1058 420 1115">- Class size</td> <td data-bbox="420 1058 683 1115"></td> </tr> <tr> <td data-bbox="115 1115 420 1171">- Section count</td> <td data-bbox="420 1115 683 1171"></td> </tr> <tr> <td data-bbox="115 1171 420 1228">- Head Count</td> <td data-bbox="420 1171 683 1228"></td> </tr> <tr> <td data-bbox="115 1228 420 1285">- FTES</td> <td data-bbox="420 1228 683 1285"></td> </tr> <tr> <td data-bbox="115 1285 420 1341">- Program Awards</td> <td data-bbox="420 1285 683 1341"></td> </tr> <tr> <td data-bbox="115 1341 420 1398">- Retention</td> <td data-bbox="420 1341 683 1398"></td> </tr> <tr> <td data-bbox="115 1398 420 1455">- Success</td> <td data-bbox="420 1398 683 1455"></td> </tr> <tr> <td data-bbox="115 1455 420 1522">- Majors and Transfers</td> <td data-bbox="420 1455 683 1522"></td> </tr> </tbody> </table>	Enrollment Data Element:	Included Y/N	- Class size		- Section count		- Head Count		- FTES		- Program Awards		- Retention		- Success		- Majors and Transfers				
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Program Review Element		Element Included Yes/No	Revisit Element Yes/No	Comments
- Other Instructional Sites				
Support Staff and Faculty Position Requests: Requests are supported by reasons, data, program objectives, and other evidence.				
Equipment Replacement and Scheduled Maintenance: Needs identified and are on Chancellor office equipment replacement list (and include total cost of ownership considerations – we are not here yet)				
Connections to Other Programs: Joint initiatives and connections with other programs noted/checked off				
Technology: Needs identified for curriculum delivery including hardware and software				
EXTERNAL FACTORS				
Economic Trends: Are identified and discussed				
Similar nearby programs: Are described				
Regulations: Externally imposed regulations identified and implications discussed				
Relationships: External relationships/partners identified and implications discussed				
STRENGTHS / CHALLENGES / OBJECTIVES				
Strengths: Departmental strengths identified and explained				
Challenges: Departmental challenges and possible solutions identified				
Objectives: Previous objectives are reviewed and statuses updated				
Objectives: are S.M.A.R.T. (Specific, Measureable, Achievable, Relevant, Time-bound)				

Program Review Element	Element Included Yes/No	Revisit Element Yes/No	Comments
Objectives: Objectives included that directly relate to results of SLO assessment			
Accomplishments: Additional accomplishments included (optional)			
BUDGET MODULE			
Budget Request Connections: Relationship between objectives and budget requests is clear in budget module			
Budget Request Rationale: Comments in budget module clearly articulate a brief rationale (why) for request AND the details (what) of request			
CTE ADDENDUM (If Applicable)			
CTE Addendum: Complete with questions adequately addressed (Roxanna will be providing)			
CTE Prompt:	Check Box:		
- Labor Market Data			
- Data Sources			
- Similar Programs			
- Placement Rate			
- Advisory Committee			
- Perkins Forms			
OTHER			
Faculty Participation: Full time and adjunct faculty consulted in program planning and review listed and include more than just the department chair.			
Consultation Process: Discussed and supporting documents uploaded.			

Peer Review Summary Report:

1. What are the strengths of this program review? What did you like
2. What areas of this program review could be improved? Any recommendations?

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2. Public Comment

None

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7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:14 pm
(Baker/Rupley MSCU)

Respectfully Submitted,
T. Downing

Academic Senate Meeting February 10, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Sue Kelley, James Kleckner, Chad Lewis, Anna Pasqua, Dan Weaver

1.02 Approval of Agenda
(Downing/Lin MSCU)

1.03 Approval of the Minutes
None

2. Public Comment
None

3. Action

3.01 Child Development IPR
Second review of IRP for approval
Motion to approve.
(Downing/Baker MSCU)

3.02 Fire Technology IPR
Second review for possible approval. President Runyan announced that after last meeting, it was brought to his attention that the IPR was lacking a full curriculum review as required. Discussion ensued on how to best complete the process so the IPR could move forward in a timely manner. Consensus was the curriculum needed review and approval through Curriculum Committee before being able to approve the IPR.
Motion to table IPR pending completion.
(Baker/Wisner MSCU)

3.03 Fine Art IPR
Second review for possible approval. President Runyan announced that after last meeting, it was brought to his attention that the IPR was lacking a full curriculum review as required.
Motion to table pending completion.
(Downing/Rupley MSCU)

3.04 Nursing/Allied Health/EMT IPR
Second review for possible approval. President Runyan announced that after last meeting, it was brought to his attention that the IPR was lacking a full curriculum review as required.
Motion to table pending completion.
(Baker/Rupley MSCU)

4. Discussion
None

5. Information

IPR process needs to be updated, and a workgroup is planned for the near future to tackle this task. Look for requests to be on the workgroup soon.

6. Reports

6.01 Administration

None

6.02 Senators

None

6.03 LCFA

None

6.04 Guided Pathways

Grant was received to pay for student workers, since we cannot provide campus vouchers at this time as most campus services are closed.

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 3:31pm
(Baker/Lin MSCU)

Respectfully Submitted,
T. Downing

From: [Chad Lewis](#)
To: [Codi L Mortell](#); [Lisa K Gardiner](#)
Subject: FW: Accreditation content in Canvas
Date: Monday, August 2, 2021 10:53:53 AM

Hi Codi,

I found this email from Lisa to everyone dated 5-20-2021. I think maybe this is the email referenced. Let me know and I can keep searching.

Thanks,

Sent from [Mail](#) for Windows 10

From: [Lisa K Gardiner](#)
Sent: Thursday, May 20, 2021 11:45 AM
To: [LCC Everyone](#)
Subject: Accreditation content in Canvas

Greetings LCC!

If you just received a Canvas course invitation for the Accreditation content in Canvas, please accept the invitation.

The Accreditation Tri-Chairs are finalizing our draft report. One piece of evidence we're collecting relates to the engagement of campus members with the Accreditation content in Canvas. By accepting the course invitation you will be assisting us in moving forward in the Accreditation process.

If you did not receive an invitation, most likely that means you have already accepted your invitation this academic year. If you feel you should have received an invitation, but did not, please email me and I will send you one.

Thanks for your support!

Lisa Gardiner

2020 August Flex Days Schedule

Day 1 August 12th, Wednesday

presented by

9:00 - 9:30	Introduction	Cheryl Aschenbach
9:30 - 10:30	Engaging students Online	Kysandra Callison
10:30 - 11:30	How to make your SLO's/AUO's work for you	Lisa Gardiner Chad Lewis Alison Somerville
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 1)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training - Part 1	Michael Anderson

Day 2 August 13th, Thursday

presented by

9:00 - 10:00	Mental Health Awareness	Seaira Harrington
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:30	Equity Minded Online Instruction	TBD
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 2)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	IPR Orientation/ Planning Overview	Carie Camacho Roxanna Haynes

Day 3 August 14th, Friday

presented by

9:00 - 10:00	COVID-19 and its impact on you and your union	Alan Frey
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:00	COVID-19 general health information	Christi Myers
11:00 - 11:30	COVID-19 campus preparation	Dr. Joslin Chrisdee Pelfrey
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 3)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training - Part 2	Michael Anderson

Zoom Information and Link

Zoom Setup Instructions

- You can watch [this video](#) to see instructions of downloading Zoom to your computer from the [Zoom website](#).
- When it is time for the meeting, [click here](#) to enter the Zoom meeting room or click “join” on the Zoom meeting software and use the meeting ID: **934 774 954 18**. Watch [this video](#) for a step-by-step instruction.
- If you prefer to copy and paste the Zoom meeting link into your browser, here is the URL: <https://cccconfer.zoom.us/j/93477495418>
- All 3 days of the 2020 August Flex Activities will be conducted in the same Zoom room.

General Zoom Participation Rules

1. Please **turn on your video** and **mute your audio**.
**You can do these by [clicking the audio/video icon](#) at the bottom of the Zoom interface.
2. If you have any questions or concerns during the meeting, please feel free to type in the Chat window or ask the question during the Q&A time. Our presenters will try their best to address them.
**The [Chat window](#) is in the tool bar at the bottom of the Zoom interface.
3. Please **be respectful** to the presenters and others, and **limit distractions** during the presentations.

----- If you need help, please contact Yuting at ylin@lassencollege.edu -----

2020 August Flex Activities Description

Engaging Students Online

8/12 (Wed) 9:30 - 10:30

presented by Kysandra Callison (LCC faculty)

Exploring tips, techniques and ideas for creating a Canvas platform that keeps your students engaged, participating and learning. Use the Canvas built-in tools to build a flexible platform that can be used for every subject. Incorporate external content, assessments, activities, and individual and group exercises to present any material to any age group. Exercise full control over the material and the environment. Be creative, motivate students and have fun.

How to Make your SLOs/AUOs work for you

8/12 (Wed) 10:30 - 11:30

presented by Lisa Gardiner, Chad Lewis, and Alison Somerville (LCC Accreditation Tri-Chairs)

We will be reviewing the importance of SLOs/AUOs, how they can work for your program, and look at mapping of SLOs/AUOs to the mission. Doesn't this sound exciting? This breakout session can save you time from having to do this review outside of your work day. [Accreditation Standard 2 (I.B.2, I.B.4, II.A.3, II.A.11, II.A.14)].

Canvas Training (2 parts)

8/12 (Wed), 8/14 (Fri) 14:50 - 15:50

presented by Michael Anderson (LCC Instructional Designer)

The two canvas training sessions will cover general navigation and tools in Canvas, using the Grade book, and Zoom (recording, uploading, and zooming through Canvas).

Mental Health Awareness

8/13 (Thurs) 9:00 - 10:00

presented by Seaira Harrington (LCC Behavioral Health Program Manager)

This presentation will provide an overview on college student mental health awareness. How to recognize signs and how to assist students with mental health issues. Seaira will provide additional resources and share what the Behavioral Intervention Team (BIT) has been working on for LCC.

IPR Orientation/Planning Overview

8/13 (Thurs) 14:50 - 15:50

presented by Carie Camacho and Roxanna Haynes (LCC Interim Deans of Instruction)

This session will be a broad overview of what is required to address IPR highlights such as critical content, deadlines, and appropriate documents for first time faculty or a veteran who needs a refresher. Input of suggestions to refine the process will be encouraged. [Accreditation Recommendation 1 (I.A.3, I.B.5, I.B.6, I.B.8, I.B.9, II.A.2, II.C.1, III.D.1)]

COVID-19 and its impact on you and your union

8/14 (Fri) 9:00 - 10:00

presented by Alan Frey (CTA Region 2 Representative for the LCFA)

With the pandemic crisis continuing it is vital that faculty know what their rights are and what the union is doing to protect your health and welfare as you begin the fall semester. We will cover what the Governor and the Chancellor's office dictates as well as the legal rights of faculty and the union to insure the safety of your profession.

Canvas Accessibility Training

Learn how to evaluate courses for accessibility and apply accessibility!

8/12 (Wed), 8/13 (Thurs), and 8/14 (Fri) 13:00 - 14:30



Webinar Series Description & Details

In an online course, you never know what abilities your students may have. Build proactively to ensure all of your students have the opportunity to be successful. Applying accessibility is another layer of design, but managing accessibility is a lot easier in Canvas! Learn the most effective approach to training faculty in Canvas accessibility and creating accessible course content.

Participants will learn how to determine the best format for delivering content (should remain as a PDF, in a Word Doc, or a Canvas page?), explain how formatting impacts assistive technologies' ability to access and interpret information, utilize the Rich Content Editor to properly format content pages using the acronym 'LIST', and provide accessible to instructional video materials.

California Community Colleges' Accessibility Center's instructional designer, Liesl, is here to make your lives easier! *Exclusive to participants, you will receive access to the free following digital goodies:*

- Newly updated UDOIT-approved Canvas course layouts to provide faculty an accessible foundation for faster course design
- Downloadable Windows and Mac-friendly easy HTML plug-n-play HTML code cheat sheets to help faculty independently refresh the look of their course and provide efficient page organization for students (yes - all created with accessibility in mind!)



Outcomes

- Determine the best format/strategy for delivering content, whether it should remain as a PDF, in a Word Doc, or a Canvas page.
- Explain how formatting impacts assistive technologies' ability to access and interpret information.
- Utilize the Rich Content Editor to properly format content pages using the acronym 'LIST'.
- Run the Canvas' Page Accessibility Checker/LMS Accessibility Checker and interpret its results to remediate inaccessible instructional materials.

Presented by **Liesl Madrona**

Ms. Madrona, M.Ed. in Learning Design & Technology, is an Instructional Designer Accessibility Specialist for the Accessibility Center, a grant project funded from the California Community Colleges Chancellor's Office and located at the CCC Technology Center at Butte College. Ms. Madrona focuses on designing and developing online self-paced accessibility micro-courses for professional development. Ms. Madrona's passion to create equitable courses led her to other vital projects in the CCC system.



This training is provided by [CCC Accessibility Center](#)



Division Chairs 2019-20

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Roxanna Haynes, Dean of Instructional Services
Alison Somerville, Lead Counselor
Fran Oberg, Executive Assistant, Academic Services

Andy Rupley, Business and the Sciences
Lisa Gardiner, Humanities and Social Sciences
Robert Schofield, English and Math
Chad Lewis, Career Technical Education/Physical Education

Meeting Minutes Wednesday, September 23, 2020 2:00pm Zoom

1. Call to Order: 2:01pm

2. Accreditation:

Andy emailed SLO planning to all faculty in his division for their input and asked them to consider backward mapping. The Business IPR already covers most of the SLO but needs to complete the loop from course to institution. Andy will get with Alison to make sure he's filling out the new form correctly and not missing anything.

Alison stated the tri-chairs are continuing to plug along with accreditation.

Roxanna met with David and Randy. All but 4 IPRs have all the data they need to complete the IPRs. The remaining 4 will have their data by 10/15. It seems that it is the correct data needed. No one has complained. Andy's concern is that, especially for Business, data needs to be disaggregated so he can speak to the incarcerated program separately. Lisa is taking IPR timelines for IPRs that are due and past due to Senate for approval today. Now it is up to faculty to get the IPRs done.

Roxanna stated that CTE programs used Strong Workforce and Perkins grants. We need to be more intentional with how our reporting is done. There are more reporting requirements for these grants.

Michell is working on a form to insert into the IPR to substantiate grant spending. She will be working with CTE faculty so they can report grant money was spent in their IPRs.

3. Topics for discussion/action:

- **FON (Carie)**

This was tabled to a future meeting. David is working on calculations. Andy has 75% of his schedule done. Is there a number on FON now? The state says ours is 14 FT faculty. We are meeting that. The district has given out so much release time that our FON needs to be figured by hand.

- **Review final draft of Important Dates for Scheduling (Fran)**

Final Important Dates for Scheduling reviewed and approved. CCCAA has not made decisions for spring sports yet, so PE classes have no guidance. We can skip the AERO class if we feel there will be low enrollment.

Spring Incarcerated – students are having a hard time with packet learning in some classes. Looking into some kind of tutoring. Jackson is doing some tutoring videos that can be converted to the CDCR platform. We're not comfortable forcing faculty to do F2F at the prisons. Not realistic to expect F2F will be allowed for the full semester. Spring semester will be packet learning, not F2F. Okay to have one section of a course offered for A, C, D & Lassen yards together. Offer another correspondence class for students from other institutions throughout the state. Haven't received directive from the state about how to list classes for spring. Through 12/31/2020, the state wants them listed as F2F converted to packet learning because of lockdowns (our "K" designation). If we list them as K, students can get textbooks. Correspondence ("I") students don't.



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- **First look at Spring Important Dates and Spring Finals Schedule – Finals to be approved at next meeting 9/30.**

Please look at this, make suggestions for improvement and be ready to finalize at the next meeting.

- **Degrees/courses to offer that may be part of inactivation (Andy)**

Do we have to offer classes just because they're listed in the catalog? Alison stated that not all students have clicked the right major in the system, so looking at reports to find out which students actually need the class is not always accurate. No ANTH-3 is needed this spring. One student needs BUS-1C, a couple need BIOI-4. There are alternatives to GEOG-2, so we don't have to offer it in spring. Vampire Certificates – those that have only 1 or 2 students take a hit on our finances because we're forced to offer under-enrolled classes. Social Work ADT is in the works. HUS-30 is popular and always filled. We need to be mindful of how flying classes benefits students.

- **Breaking up lab deliveries into synchronous and asynchronous (Andy)**

Pros & cons to both formats. This needs to be up to the teacher – what best works for student learning. All teachers are different. We need to brainstorm how to get the message out to students. Advertise it. If you're just doing synchronous, possibly make live office hours available. The Chancellor's Office is stressing flexibility.

- **CG-150 (college Success) & 158 (New Student Orientation) offering (Andy)**

Yes, we will be offering these classes in the spring.

- **Advising plans for incarcerated program (Alison)**

Tabled to next meeting.

4. Other Items

- Funding formula – We get more bang for the buck if students can complete a certificate in the first year and the degree in the 2nd year.
- Faculty Meetings – Carie will be sending out the schedule.
- Incarcerated Education Meeting – Roxanna & Dana will send out information.
- CTE Meeting – Roxanna will send out information

5. Adjournment: 3:01pm



Meeting Agenda
Wednesday, September 23, 2020
2:00pm
Zoom

- 1. Call to Order**
- 2. Accreditation**
- 3. Topics for discussion/action:**
 - FON (Carie)
 - Review final draft of Important Dates for Scheduling (Fran)
 - First look at Spring Important Dates and Spring Finals Schedule – Finals to be approved at net meeting 9/30.
 - Degrees/courses to offer that may be part of inactivation (Andy)
 - Breaking up lab deliveries into synchronous and asynchronous (Andy)
 - CG-150 (college Success) & 158 (New Student Orientation) offering (Andy)
 - Advising plans for incarcerated program (Alison)
- 4. Other Items**
- 5. Adjournment**

**CLASS SCHEDULING IMPORTANT DATES
FOR DIVISION CHAIRS 2020-21**

**Red Font – Scheduling Information
Black & Gray Font – General Information**

September	2 30	Start scheduling for Spring 2021 Submit completed portions to Fran as they are ready Approve Spring 2021 Important Dates and Finals Schedule
October	1 14 19 21 31	Last day to submit Spring 2021 scheduling information to Fran Division Chairs approve final draft of Spring 2021 schedule Spring 2021 schedule is made viewable online Spring 2021 schedule goes to print. Correspondence Packets for Spring 2021 due to Correspondence Office
November	2-6 7 11 9 25 25 25 26-27	Priority Registration for Spring 2021 Open Registration begins online – All Students Spring 2021 Veteran’s Day Holiday – NO CLASSES -- Campus Closed Open Registration begins in Admissions for Spring 2021 Finalize plans for Spring 2021 faculty orientation meeting and Flex Activites (information needs to be included in faculty contract packets) Division Chairs finalize Spring 2021 FT faculty evaluation peer assignments Division Chairs finalize Spring 2021 instructors of record – no “staff” in schedule Thanksgiving Holiday – NO CLASSES – Campus Closed
December	2 2 14-17 17 18-23 24-31	Fran to get Summer/Fall 2021 rollover information to Chairs Spring 2021 Faculty Instructional Assignment/Contract packets mailed out Finals Week Last Day of Fall 2020 semester NO CLASSES – Campus Open Campus Closed – Winter Break
January	1 4 14-15 18 19 19 27	Campus Closed/Dorm Closed for Winter Break Campus Open Flex Days – NO CLASSES – Campus Open HOLIDAY –Campus Closed Spring 2021 classes begin Start scheduling for Summer AND Fall 2021. Submit completed portions to Fran as they are ready. Approve Important Dates document and Finals Schedule for Summer and Fall 2021
February	2 10-11 12-15 24	Convocation – All Faculty & Staff – No classes. Offices closed Flex Days – No classes – Campus Open Holiday – Campus Closed Summer 2021 schedule due to Fran
March	3 17 22 24 26 29-31	Fall 20210 schedule due to Fran Division Chairs approve final draft of Summer and Fall 2021 schedule Summer and Fall 2021 is made viewable online Summer and Fall 2021 schedule goes to print Correspondence Packets for Summer 2021 due in the Correspondence Office Spring Break– NO CLASSES – Campus Open
April	1 2 5 9 10 12	Spring Break – NO CLASSES – Campus Open Holiday – Campus closed Priority Registration for Summer/Fall 2021 begins Correspondence Packets for Fall 2021 due in the Correspondence Office Online Registration for Summer/Fall 2021 begins Open Registration for Summer/Fall 2021 begins
May	5 12 25-28 28 31	Division Chairs finalize Summer 2021 instructors of record – no “staff” Summer 2021 Faculty Instructional Assignment/Contract Packets mailed out Finals Week Last day of Spring 2021 Semester – Commencement Holiday – Campus Closed
July	14 21	Division Chairs Finalize Fall 2021 instructors of record – no “staff” Fall 2020 Faculty Instructional Assignment/Contract Packets mailed out

Lassen Community College

SPRING 2021 Finals Schedule

Classes meeting at:	Will be examined at:	Date:
MWF 8:00 am	8:00 am – 10:00 am	Wednesday, May 26, 2021
MWF 9:00 am	8:00 am – 10:00 am	Friday, May 28, 2021
MWF 10:00 am	10:00 am – 12:00 pm	Wednesday, May 26, 2021
MWF 11:00 am	10:00 am – 12:00 pm	Friday, May 28, 2021
MWF 12:00 pm	12:00 pm – 2:00 pm	Wednesday, May 26, 2021
MWF 1:00 pm	12:00 pm – 2:00 pm	Friday, May 28, 2021
MWF 2:00 pm	2:00 pm – 4:00 pm	Wednesday, May 26, 2021
MWF 3:00 pm	2:00 pm – 4:00 pm	Friday, May 28, 2021
MWF 4:00 pm	4:00 pm – 6:00 pm	Wednesday, May 26, 2021
TTH 8:00 am	8:00 am – 10:00 am	Tuesday, May 25, 2021
TTH 9:30 am	8:00 am – 10:00 am	Thursday, May 27, 2021
TTH 11:00 am	10:00 am – 12:00 pm	Tuesday, May 25, 2021
TTH 1:00 pm	1:00 pm – 3:00 pm	Thursday, May 27, 2021
TTH 2:30 pm	1:00 pm – 3:00 pm	Tuesday, May 25, 2021
TTH 4:00 pm	3:00 pm – 5:00 pm	Thursday, May 27, 2021
All M, W, F only and MW day classes are on the MWF schedule	All T, TH only day classes are on the TTH schedule	
Any other day classes (classes meeting at times not listed above)	10:00 am to 12:00 pm	Thursday, May 27, 2021
M evening classes	5:30 pm – 7:30 pm	Monday, May 24, 2021
W evening classes	5:30 pm – 7:30 pm	Wednesday, May 26, 2021
MW evening classes	5:30 pm – 7:30 pm	Wednesday, May 26, 2021
T evening classes	5:30 pm – 7:30 pm	Tuesday, May 25, 2021
TH evening classes	5:30 pm – 7:30 pm	Thursday, May 27, 2021
TTH evening classes	5:30 pm – 7:30 pm	Tuesday, May 25, 2021

No Final Exams are to be given except at times stated above.

Finals for individual students may not be given other than the dates and times stated above without permission from the instructor and the Vice President of Academic Services.

Laboratory and activity classes must meet during finals week; however, final exams are optional.



IMPORTANT DATES
SPRING 2021

Black Font – Student Information
Gray Font – Faculty/Staff Information

Dates subject to change.
Most current schedule
posted online at
www.lassencollege.edu.

November	OCT 1	Correspondence Packets for Spring 2021 classes due in the Correspondence Office
	2-6	Priority Registration for Spring 2021
	7	Open Registration begins online – All Students Spring 2021
	9	Open Registration begins in Admissions for Spring 2021
	11	Veterans Day Holiday – NO CLASSES -- Campus Closed
	13	Last day for students to withdraw from Fall 2020 class (full-term classes only)
	26-27	Thanksgiving Holiday – NO CLASSES -- Campus Closed
December	14	Final Fall 2020 Grade Rosters available to Faculty online. Drops are not allowed on final grade rosters. Changes to student's enrollment information on class rosters can be made during the semester by notifying A&R
	14-17	Finals Week - Finals must be given on scheduled days
	17	Last Day of Fall 2020 semester
	18-23	NO CLASSES – Campus Open
	24-31	Campus Closed – Winter Break
	January	1
4		Campus Open
4		Dorm open for Spring Semester. Check-in at 8:00
4		All final grades and attendance documents for Fall 2020 classes are due to Admissions
7		Report Student Learning Outcome (SLO) Findings for Fall 2020 term
13		Registration fees for Spring 2021 full-term classes must be paid in full (or risk being dropped)
14-15		Flex Days – NO CLASSES – Campus Open
15		Waitlists distributed to faculty
18		Holiday – Campus Closed
19		Spring 2021 classes begin
19		Faculty begin Attendance Accounting – Instructors download temporary rosters via MyLassen Portal
25		Syllabi due to Academic Services
25		Full Time Faculty Office Hours due to Academic Services
25		Report which SLOs will be assessed during Spring 2020 term
25		Last day for students to add a full-term class
29		Last day for students to add a full-term class <i>with</i> Instructor <i>and</i> Counselor approval
29		Last day to drop a full-term Spring 2021 course and receive a refund.
29	Last day to drop a full-term Spring 2021 course without a “W” (Withdrawn) showing on permanent records	
27	Census day for full-term Spring 2021 classes	
27	Census Add-Drop-No Show Rosters distributed to Faculty (via Starfish)	
February	2	Convocation – All Faculty/Staff – NO CLASSES/OFFICES CLOSED
	11	Census Rosters are due to Admissions and Records
	10-11	Flex Days – NO CLASSES – Campus Open
	12	Holiday – CAMPUS CLOSED
	15	Holiday – CAMPUS CLOSED
19	Last day for students to elect Pass/No Pass (credit/no-credit) grading option for full term classes	



IMPORTANT DATES **Black Font – Student Information**
SPRING 2021 **Gray Font – Faculty/Staff Information**

Dates subject to change.
 Most current schedule
 posted online at
www.lassencollege.edu.

March	12	Vocational Nursing Program Mandatory Informational Session 5:30pm CA113
	22	Summer and Fall 2021 is made viewable online
	26	Correspondence Packets for Summer 2021 due in the Correspondence Office
	29-31	Spring Break – NO CLASSES – Campus Open
April	1	Spring Break – NO CLASSES – Campus Open
	2	Holiday – CAMPUS CLOSED
	5	Priority Registration for Summer/Fall 2021 begins
	9	Correspondence Packets for Fall 2021 due in the Correspondence Office
	10	Online Registration for Summer/Fall 2021 begins
	12	Open Registration begins in Admissions for Summer/Fall 2021
	17	Last day to petition to graduate to be included in graduation program
	17	Last day for students to withdraw from full-term Spring 2021 classes
May	24	Final Spring 2021 Grade Rosters distributed to Faculty online. Drops are not allowed on final grade rosters. Changes to students' enrollment information on class rosters can be made during the semester via notification to Admissions and Records.
	25-28	Finals Week – Finals must be given on scheduled days
	28	Last day of Spring 2021 semester – Commencement
	31	Holiday – CAMPUS CLOSED
June	7	Instruction begins for Summer 2020 Intersession
	7	All final grades and attendance documents for Spring 2021 classes are due to Admissions and Records
	10	Report Student Learning Outcome (SLO) Findings for Spring 2021 to Research Office
	11	Specify which SLOs will be assessed during Summer 2021 to Research Office
	11	Summer 2021 Syllabi due to Academic Services



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Chad Lewis, Career Technical Education/Physical Education

Meeting Minutes Wednesday, October 21, 2020 2:00pm Zoom

1. **Call to Order:** 2:00pm
2. **Accreditation**
 - The Accreditation Canvas shell will be rolled out later this week. A very broad prospective covering IPRs, SLOs, Capturing Evidence and other components.
 - The Instructional Designer has done some training videos. Andy has done some, too. A reminder – if procedures change, training videos need to be updated, too.
3. **Topics for discussion/action:**
 - **Scheduling update (Fran):**
 - Statewide adjuncts are taking a hit. Carie liked the way division chairs have been communicating with their faculty. Carie stated we need to be empathetic.
 - BUS at CDCR? Maybe. BUS-19 – students need it to graduate. We need to offer it to complete the degree. This is the last semester it will be offered. BUS-25 spring offering online. 3 sections correspondence ECON-11. We expect 2 to be filled by local students.
 - Dana sent out correspondence registrations.
 - The “F2F but being taught by packet learning” will remain listed as “K” classes per the state’s guidelines.
 - Did we hire a PSY instructor? Carie is in the process of doing reference checks.
 - We will be taking the BUS degrees out of the local prisons and will be offering PSY. There is a need for someone to develop at PSY-33 packet. Lisa & Roxanna will meet later to discuss.
 - DS-111 must be offered. There are no adjuncts available. Robert is the only one with the appropriate FSA. He will be teaching the class. We’re hoping to get a DS director soon. There may be negotiations on Friday. Carie will talk to Brady. We need to make this work for this semester. Carie will work with Robert & Brady.
 - CCCAA will vote on the fate of college athletics 11/17/2020. Until then, we can’t schedule any PE classes.
 - Chancellor’s Office released a legal opinion – It’s not legal to force students to show their faces during Zoom meetings. It’s an equality issue. Carie will share this with all instructors.
 - Can we offer Golf class in this Covid climate? It’s required for Kinesiology. The class is outside. Carie will check.
 - HDSP students need Speech. Need to be creative and find a way to make it work. Come in once a month & cycle the students in to do their speeches? At the moment, they can bring in 10 people at a time. Lisa will reach out to Kristin Pfanku.
 - Are we ready for the spring schedule to go up to view online? Yes.



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- **SLOs – Summer & Fall (Carie)**

- Sue will email a list of faculty that still need to submit Summer SLO results and Fall SLO plans. They get one more shot & then will get a letter of reprimand. The Division Chairs have already reminded their faculty. The next reminder should come from the Deans.
- Division Chairs please remind faculty to turn in their Flex Plans. Remind them they can claim up to 20 hours of mental health and up to 35 hours for re-working classes for online delivery.
- Randy spoke with Carie & Roxanna. He had a 3 page long list of incomplete SLO, missing ISLOs & GESLOs, etc. Many are CTE. Carie & Roxanna will be meeting to see how to handle it.
- Carie & Roxanna will meet with Alison & Lisa to discuss this and PSLO before the final rollout on mapping.

- **Business need for Business Calculus (Robert)**

- Discussion on how to offer the Business Calculus needed to meet new CID requirements. Possibly create a new course that wraps in the pre-req class. Need to map a way students can finish Math in 1 year. Concerns about offering another class that won't fill. All the small schools are having the same problem. Can we offer BUS Calc online and offer it to other schools? If we don't have the BUS student base, could it be offered every other year? Alison will check to see if the certificates and degrees allow another option. Possibly Finite Math. We would still have the same problem of not having enough students to fill it. Have a conversation with other schools to share the course. The more creative we can get, the better. This is a huge inequality issue for rural areas and small schools. Need to move quickly to create classes by fall. Roxanna, Carie & will meet again to discuss. Robert will wait to make any changes to Math course outlines.

- **English schedule/offerings/plans (Robert)**

- The English Department is proposing to cut some classes. They are going through their IPR process and are making informed decisions. Kudos to them. Carie still wants them to be part of the Discontinuance/Revitalization Committee. They need to be part of the bigger conversation to follow our processes.

4. **Other Items:** None

5. **Adjournment:** 3:26pm



Meeting Agenda
Wednesday, October 21, 2020
2:00pm
Zoom

- 1. Call to Order**
- 2. Accreditation**
- 3. Topics for discussion/action:**
 - Scheduling update (Fran)
 - SLOs – Summer & Fall (Carie)
 - Business need for Business Calculus (Robert)
 - English schedule/offerings/plans (Robert)
- 4. Other Items**
- 5. Adjournment**

Convocation Schedule—Fall 2020



Session	Item and Zoom Link	Time
I.	<p>Welcome— Brady Reed, Interim VP of Student Services President’s Address to the College—Dr. Trevor Albertson Zoom link: https://cccconfer.zoom.us/j/91966819995?pwd=czdzemFualVzTVJvQnRDc2RFVnZHZz09 Meeting ID: 919 6681 9995 Password: lassen</p> <p>Call in phone number: 1-669-900-6833 this is the same number for each meeting, just the meeting ID is different.</p>	9:00-9:15
II.	<p>Accreditation Report and Priorities for 2020-21 (Toni Sommers, Accreditation Consultant and Accreditation Tri-Chairs) Same zoom link as above.</p>	9:20-9:50
III.	<p>SLO/AUO Assessment Work – (These will be recorded)</p> <ul style="list-style-type: none"> ○ SLO Breakout (instructional faculty responsible for assessing student learning outcomes)—Accreditation Tri-chairs Zoom link: https://cccconfer.zoom.us/j/98817036420 Meeting ID: 988 1703 6420 ○ AUO Breakout (all others, non-instructional)— David Corley & Dr. Randy Joslin Zoom link: https://cccconfer.zoom.us/j/99730209332 Meeting ID: 997 3020 9332 	9:55-10:45
	Break	10:45-10:55
IV.	<p>What does it mean to be Equity-Minded and Culturally Competent in a Diverse Society? Guest Speaker: Dr. Jacques Whitfield—Consultant, Presenter, Trainer, and former Yuba College Chief Human Resources Officer. Zoom link: https://cccconfer.zoom.us/j/91679556569?pwd=bno3bEdTajRzd3pTd2k1aXRsdU5Xdz09 Meeting ID: 916 7955 6569 Password: equity</p>	11:00-11:55
	Lunch	12:00-1:00

Convocation Schedule—Fall 2020

V.	<p>Break-out Sessions:</p> <p>Option 1: <i>How to Help Students with Signs of Mental Illness and LCC’s draft Crisis Protocol.</i> Seaira Harrington, Behavioral Health Program Manager Zoom link: https://cccconfer.zoom.us/j/99682260672?pwd=SVZ3TnVJR2haVVJrdDNHSEtnSIBFUT09 Meeting ID: 996 8226 0672 Password: 617025</p> <p>Option 2: <i>Learn about our newly-funded TRIO Grant Program and Other New Support Services for Students.</i> Brady Reed, Interim VP of Student Services Zoom link: https://cccconfer.zoom.us/j/95093300542?pwd=TUZoMmxYUHFYTVms2RxMUZHRkd2QT09 Meeting ID: 950 9330 0542 Password: TRIO</p>	1:00- 1:30
VI.	<p>Division Meetings (Instructional , Student Services, Admin Services)</p> <ul style="list-style-type: none"> • <u>Instructional:</u> Zoom link: https://cccconfer.zoom.us/j/95191340544 Meeting ID: 951 9134 0544 • <u>Student Services:</u> Zoom link: https://cccconfer.zoom.us/j/93518736092?pwd=cFhMRkNFcmpKcW1JU2NBUHZvYmZIUT09 Meeting ID: 935 1873 6092 Password: student • <u>Admin Services:</u> Zoom link: https://cccconfer.zoom.us/j/95693874859 Meeting ID: 956 9387 4859 	1:40- 2:30
VII.	<p>Union Meetings (LCFA, CSEA, Managers & Confidential)</p> <ul style="list-style-type: none"> • LCFA: Zoom link: https://cccconfer.zoom.us/j/99444354011?pwd=ZnRaZFVUnpDUxo2WS9FRmIndTdadz09 Meeting ID: 994 4435 4011 Password: 013194 • CSEA: Zoom link: https://cccconfer.zoom.us/j/92624672940?pwd=aExPVXg2Zk9hMDZVNTEyY29Zc00vdz09 Meeting ID: 926 2467 2940 Password: CSEA 	2:40- 3:30



Monday, December 7, 2020
 Consultation Council 3:00 pm via Zoom-1. Meeting Opening

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Guest: Jennifer Tupper, Seaira Harrington, Sue Kelley, Tiffany Montgomery, Tom Downing, Vickie Ramsey, Dana Armerson, Sandra Jonas (board member), Codi Mortell, Carol Growdon, Anna Pasqua, Brenda Hoffman, Bridget Gowin

1.01 Call to Order and Roll Call at 3:00 pm last meeting for the semester

1.02 Approval of Agenda- **approved by consensus**

1.03 Approval of Minutes 11/23/2020 - **approved by consensus**

2. Governance

2.01 2020 NIRP Handbook-David Corley - **approved by consensus**. The template is still the same. The only change was the timeline of when things are due.

2.02 Planning Budget Development Handbook-Adam Runyan – **approved by consensus** This was approved last week in Senate.

2.03 2020-2021 Governance Handbook-Adam Runyan - **approved by consensus**.

3. Consultation

3.01 2020-2021 Minimum Qualification (MQ) Handbook-Adam Runyan- This is an informational item. Lisa sent this after she looked it over and she made it up to date. Lisa did a great job. Senate is a great team.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – Working on self-assessment. We are in the process of hiring students! We finished interviews today. We have a very diverse group.

5. Accreditation

5.01 Accreditation Update – Planning and governance items were added to the timeline. The timeline was attached so people could see it. Since it had to be converted to a PDF from EXCEL, it changed the formatting and it is not as easy to follow. Alison can send you the original excel form. Chad gave an update on the PLSO training on Friday. Colleen Baker was very helpful with that. The training is on the Canvas Accreditation shell. We need to review our maps to see if they need updating. There is a January 19th meeting and then we skip a meeting because of convocation. Is there anything glaring that needs to be address quickly with the timeframe we are working on. Working on your SLO, PSLO and your mapping. Those of us who have NIPR's and

IPR's, those need to be done also. Master Plans need to be completed, also. Make sure we are doing what we say we are doing. Your efforts are really appreciated and critical.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor & Trevor Albertson- We are hoping for a pretty good year next year. 1.45 billion dollars will come to the community college system next year above what we were expecting.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson- Our board of trustee will be sworn in next week.

7. Meeting Closing

7.01 Future Meetings

7.02 Adjourn at 3:23

LASSEN COMMUNITY COLLEGE
NON-INSTRUCTIONAL PROGRAM REVIEW
POLICY AND PROCEDURE
HANDBOOK



Adopted by President's Cabinet: 11/23/2020
Adopted by Consultation Council: 12/7/2020

Table of Contents

NON-INSTRUCTIONAL PROGRAM REVIEW	3
OVERVIEW and GOALS.....	3
REVIEW PROCEDURE:	3
SELF-EVALUATION REPORT:.....	3
Report Preparation	3
NIPR Report Format	4
Institutional Planning Form	4
STUDENT/USER EVALUATION OF PROGRAM.....	4
Overview.....	4
Survey Methods	5
TIMELINE for PROCEDURES.....	5
LIST OF NON-INSTRUCTIONAL PROGRAMS	5
PROGRAM REVIEW CYCLE	6
REVIEW OF NON- INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE:.....	7
ANNUAL UPDATE	8
ATTACHMENT A	9
NIPR Template	9
II. Administrative Unit and/or Student Learning Outcomes Assessment	11
III. Equipment.....	11
IV. Outside Compliance Issues (if appropriate for program).....	12
V. Prioritized Recommendations	12
SECTION TWO: HUMAN RESOURCE PLANNING.....	14
I. Program Staffing	14
II. Professional Development.....	14
III. Administrative Unit and/or Student Learning Outcome Assessments	14
IV. Prioritized Recommendations.....	14
SECTION THREE: FACILITIES PLANNING	15
I. Facilities.....	15
II. Prioritized Recommendations	15
I. Institutional Technology.....	16
II. Prioritized Recommendations	16
ATTACHMENT B	17
NIPR Annual Update Template	17
ATTACHMENT C	21
Master Plan Overview	21

NON-INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Program review is an integral part of the total process of planning and budgeting at Lassen Community College. The evaluation and recommendation subsections from each program review provide the basis for informed decision-making on programs, personnel, facilities, equipment, and budget.

The program review process is an effective vehicle for accountability and provides an opportunity for staff to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE:

The Non-instructional Program Review process and the Instructional Program Review process at Lassen Community College follow the same pattern. All non-instructional programs at Lassen Community College will be reviewed at least once every four years. All programs will use similar Self-Evaluation format and instruments.

It is expected that the Self-Evaluation team completing the NIPR will be composed of all permanent staff of the program being evaluated. The Self-Evaluation team will use qualitative and quantitative data as a basis for preparing and writing the Self-Evaluation report.

The Superintendent/President will consult with the appropriate administrator, who will advise supervisors of their upcoming program review.

SELF-EVALUATION REPORT:

Report Preparation

Preparation of the Self-Evaluation is viewed as the primary vehicle for evaluating a program in regards to administrative unit outcomes (AUOs) and/or student learning outcomes (SLOs) as well as developing plans and strategies for the improvement of a program. The Self-Evaluation approach allows the staff, who are directly involved in the program, to assume primary responsibility for the examination and strengthening of their program. The institutional planning committees will review the recommendations from the self-Evaluation document as part of the institutional planning process.

The supervisor of the area will be the program self-evaluation coordinator and be responsible for the completion of the self-evaluation.

NIPR Report Format

The report is organized in five sections:

1. Institutional Effectiveness Planning (May include Academic Planning)
 - a. Program Overview [Description of program services]
 - b. Objectives [Program directed expectations]
 - c. Administrative Unit and/or Student Learning Outcomes (program impact on student success)
 - d. Equipment
 - e. Outside Compliance Issues
2. Student Services Planning
3. Human Resource Planning
4. Facilities Planning
5. Institutional Technology Planning

Each section consists of three subsections: description/evaluation, planning agenda and documentation. The recommendations in the planning agenda should be substantiated by the description/evaluation subsection and/or reference to attachments. Documentation may be attached as appendices to the end of the written document. The planning agenda of each section will include recommendations for implementation by program staff and completed institutional planning forms for any recommendations requiring institutional action. The planning forms will include the planning committee to receive the form (Institutional Effectiveness Planning, Educational Master Planning, Student Services Planning/ Student Success, Facilities Planning, Institutional Technology Planning, Human Resource Planning) and will serve as the vehicle for budget allocation requests.

Institutional Planning Form

Due Date/Program (i.e. 2012 Governance Non-Instructional Program Review)
 Prioritized Recommendations Requiring Institutional Action for Inclusion in the _____ Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Upon completion of the non-instructional program review process, the final written document will be submitted to the President’s Cabinet for review and comment. The Self-Evaluation and administrative comments will be presented to the Consultation Council/Strategic Planning Committee. Following acceptance, the Self-Evaluation will be presented to the Governing Board. Upon review of the document by the Consultation Council/Strategic Planning Committee, an original copy will be maintained on file by the appropriate administrator and on the college website. Copies of appropriate sections will be forwarded to the institutional planning committees.

STUDENT/USER EVALUATION OF PROGRAM

Overview

The student/user satisfaction survey portion of the evaluation procedure is designed to solicit comments from students or users concerning the program.

Survey Methods

An anonymous questionnaire is considered to be the most effective format. This will encourage the students/users to be candid in their responses. The student/user evaluation will be scheduled and administered by the appropriate administrator. The administrator will consult with the members of the department to determine the student/user sampling. The program/department may develop and administer their own survey or use the annual student and staff survey administered by the Office of Institutional Effectiveness.

It is important to insure the students/users understand that the focus of the survey is on the program.

TIMELINE for PROCEDURES

This entire process is designed to occur during one academic year and coincide with the planning cycle and budget development process. The process should be initiated in October and completed the following September.

LIST OF NON-INSTRUCTIONAL PROGRAMS

For the purpose of the Non-instructional review process, a program is defined as an operational area of the college, including:

Fiscal and Auxiliary Services – VP of Administrative Services/CAO

- Auxiliary Services - Bookstore, Book Rental/Loan
- Auxiliary Services - Food Services
- Facilities and Operation of Plant (including Maintenance, Custodial Services, Security and Copervale)
- Fiscal Services (Accounts Payable, Student Accounts, Payroll)
- Information Technology

Instructional Services (including Distance Education) – VP of Academic Services/CIO

- Adult Education
- Instructional Support Services – Library
- Community Service
- Contract Education
- Distance Education
- Incarcerated Education

Institutional Effectiveness – Director of Institutional Effectiveness

- Institutional Effectiveness (Planning, Institutional Research, Non-instructional Program Review and Evaluation)

Student Services (including Outreach) – VP of Student Services/CSSO

- Admissions & Records
- Behavioral Health
- CalWorks/TANF
- Counseling & Guidance (including Matriculation, Articulation/Transfer Center, Assessment/Testing, Orientation and Early Alert)
- Disabled Students Programs and Services (completed with the instructional program review)
- Dorm & Residential Life
- Extended Opportunities Programs and Services/CARE

- Learning Center
- Special Grant Programs (Kinship Care/Foster Youth Programs)
- Student Equity, Engagement, & Outreach
- Student Financial Aid, Financial Aid Outreach
- TRIO Student Support Services

Governance and Policy – Superintendent/President

- Governance
- Marketing/Community Relations
- Resource Development/Competitive Grants
- Human Resources

PROGRAM REVIEW CYCLE

The review cycle is listed below. All areas will be reviewed at least once every four years.

Non-Instructional Program Conducting Self-Evaluation	Last Program Review:	Next Full Review Due:
Auxiliary Services - Child Development Center (Final)	2017	2020
Adult Education		2020
Auxiliary Services – Bookstore/Book Rental/Loan Program	2012	2020
Auxiliary Services - Dorm and Residential Life		2020
Auxiliary Services – Food Services	2012	2020
Facilities and Operation of Plant	2013	2020
Fiscal Services	2016	2020
Human Resources	2014	2020
Information Technology	2015	2020
Instructional Support Services– Library		2020
Learning Center		2020
Resource Development/Competitive Grants (Foundation)		2020
Student Equity, Engagement, and Outreach		2020
Contract Education (Instruction)	2016	2021
Community Service (Instruction)	2016	2021
Distance Education	2016	2021
Governance	2016	2021
Incarcerated Education (Correspondence)	2016	2021
Institutional Effectiveness	2016	2021
Kinship Care/Foster Youth Programs	2016	2021
Admissions & Records	2017	2022
CalWORKs/TANF	2017	2022
Counseling & Guidance	2017	2022
DSPS	2017	2022
EOPS/CARE	2017	2022
Marketing/Community Relations	2018	2022
Student Financial Aid, Financial Aid Outreach	2017	2022

Human Resources	2020	2023
Behavioral Health		2023
Facilities and Operation of Plant	2020	2023
Fiscal Services	2020	2023
Information Technology	2020	2023
Resource Development/Competitive Grants (Foundation)		2023
TRIO Student Support Services		2023
Instructional Support Services– Library	2020	2024
Adult Education		2024
Auxiliary Services – Bookstore/Book Rental/Loan Program	2020	2024
Auxiliary Services - Dorm and Residential Life	2020	2024
Auxiliary Services – Food Services	2020	2024
Contract Education (Instruction)	2021	2024
Learning Center	2020	2024
Student Equity, Engagement, and Outreach	2020	2024

REVIEW OF NON- INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE:

Program staff, the Superintendent/President or the Governing Board may request an early program review.

ANNUAL UPDATE

All recognized non-instructional program areas will complete an annual update each year that their program review is not due. Annual updates for non-instructional program reviews are due in September and are submitted to the appropriate administrator in charge of the non-instructional area. The appropriate administrator will forward the annual report to Cabinet and subsequently to Consultation Council.

ATTACHMENT A
NIPR Template

LASSEN COMMUNITY COLLEGE

NON-INSTRUCTIONAL PROGRAM REVIEW -- SELF-EVALUATION

Each non-instructional program review should begin with a title page including the name of the program, names of individuals working on the non-instructional program review (managers, faculty, and classified support staff), and the acceptance dates for President's Cabinet, Consultation Council and the Governing Board.

Report Format

The report is organized into five (5) sections:

1. Institutional Effectiveness Planning
 - Program Overview [Description of program services]
 - Objectives [Program directed expectations]
 - Administrative Unit and/or Student Learning Outcomes (program impact on student success)
 - Equipment
 - Outside Compliance Issues
 - May also include recommendations specific to Academic Planning Section
2. Student Services Planning
3. Human Resource Planning
4. Facilities Planning
5. Technology Planning

Each section and sub-section of the program review self-evaluation is subdivided into two parts plus referenced attachments at the end of the document:

1. Description/Evaluation
2. Planning Agenda (the planning agenda section should be divided into plans to be implemented by program staff and plans requiring institutional resources)
3. Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

*These forms are available electronically from Academic Services.

SECTION ONE: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].
- b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

II. Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records will be maintained by the Office of Institutional Effectiveness.

Description/ Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from spreadsheets maintained by Office of Institutional Effectiveness
2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.
3. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider how AUO and/or SLO assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Educational Master Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

III. Equipment

Description/ Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule
2. Identify any existing equipment maintenance/service agreements
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance/service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Educational Master Planning tables at the end of the section for any recommendations requiring institutional action.

IV. Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the program.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

V. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations for Inclusion in Student Services Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations for Inclusion in Educational Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

SECTION TWO: HUMAN RESOURCE PLANNING

I. Program Staffing

Description/ Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff
2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

II. Professional Development

Description/ Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, , work experience, etc.)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/ Evaluation:

Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

IV. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Resource Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

SECTION THREE: FACILITIES PLANNING

I. Facilities

Description/ Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Facilities Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome

SECTION FOUR: TECHNOLOGY PLANNING

I. Institutional Technology

Description/ Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.
2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

ATTACHMENT B
NIPR Annual Update Template

**Lassen Community College
Non-instructional Program Review - Annual Update**

All programs will complete an annual review and update. This summary and related documents serve to provide annual input to the planning and budgeting processes. Relying on data provided, administrative unit and/or student learning outcome results and dialog; document each of the items below as well as any additional information pertinent to the program’s success or needs.

Department and Year

Identify the department completing the annual update as well as the year for which the annual update is being submitted.

Progress Report

Review previous NIPR and/or annual updates. Describe progress made on any recommendations. Describe any changes made within the program.

Administrative Unit and/or Student Learning Outcomes.

Note emerging needs based on assessment of AUO and/or SLO. Note any planning or budget changes based on assessment of AUO and/or SLO.

Program Needs Assessment

Describe new needs that have developed since the previous review. Consider new needs in staffing, equipment, training, facilities, or funding. Make sure to include data sources in the previous item that support emerging program needs.

Progress and Reprioritization of Recommendations

Review the prioritized recommendations in the previous program review. Record outcomes of items in the planning agendas for each section. Note any changes in priority as well as any additions or deletions. Provide updated planning agenda forms for each planning committee (See next page).

Additional Information

Describe or note additional information pertinent to the program, particularly information which supports new needs or growth or that documents program successes.

Program Manager

Date: _____

Lassen Community College
Non-instructional Program Review - Annual Update
Forms for submission to planning committees

Prioritized Recommendations Inclusion in Institutional Effectiveness Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Student Services Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Educational Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Human Resources Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Facilities Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

ATTACHMENT C **Master Plan Overview**

Attachment C

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Monday, December 7, 2020
 Consultation Council 3:00 pm via Zoom-1. Meeting Opening

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Guest: Jennifer Tupper, Seaira Harrington, Sue Kelley, Tiffany Montgomery, Tom Downing, Vickie Ramsey, Dana Armerson, Sandra Jonas (board member), Codi Mortell, Carol Growdon, Anna Pasqua, Brenda Hoffman, Bridget Gowin

1.01 Call to Order and Roll Call at 3:00 pm last meeting for the semester

1.02 Approval of Agenda- **approved by consensus**

1.03 Approval of Minutes 11/23/2020 - **approved by consensus**

2. Governance

2.01 2020 NIRP Handbook-David Corley - **approved by consensus**. The template is still the same. The only change was the timeline of when things are due.

2.02 Planning Budget Development Handbook-Adam Runyan – **approved by consensus** This was approved last week in Senate.

2.03 2020-2021 Governance Handbook-Adam Runyan - **approved by consensus**.

3. Consultation

3.01 2020-2021 Minimum Qualification (MQ) Handbook-Adam Runyan- This is an informational item. Lisa sent this after she looked it over and she made it up to date. Lisa did a great job. Senate is a great team.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – Working on self-assessment. We are in the process of hiring students! We finished interviews today. We have a very diverse group.

5. Accreditation

5.01 Accreditation Update – Planning and governance items were added to the timeline. The timeline was attached so people could see it. Since it had to be converted to a PDF from EXEL, it changed the formatting and it is not as easy to follow. Alison can send you the original excel form. Chad gave an update on the PLSO training on Friday. Colleen Baker was very helpful with that. The training is on the Canvas Accreditation shell. We need to review our maps to see if they need updating. There is a January 19th meeting and then we skip a meeting because of convocation. Is there anything glaring that needs to be address quickly with the timeframe we are working on. Working on your SLO, PSLO and your mapping. Those of us who have NIPR's and

IPR's, those need to be done also. Master Plans need to be completed, also. Make sure we are doing what we say we are doing. Your efforts are really appreciated and critical.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor & Trevor Albertson- We are hoping for a pretty good year next year. 1.45 billion dollars will come to the community college system next year above what we were expecting.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson- Our board of trustee will be sworn in next week.

7. Meeting Closing

7.01 Future Meetings

7.02 Adjourn at 3:23

Academic Senate Meeting May 12, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Buck Bauer, Tiffany Baiocchi, Roxanna Haynes, Sue Kelley, Alison Somerville, Chris Tobola

1.02 Approval of Agenda

(Rupley/Wisner MSCU)

1.03 Approval of the Minutes for the April 28, 2021 meeting

(Rupley/Lin MSCU)

2. Public Comment

Alison Somerfield: Shared updated icons that have been developed for Guided Pathways.

3. Action

3.01 Ratify Elections for 2021-2023 Senators

May 5-7 LCC Academic Senate held its election virtually.

Motion to approve

(Downing/Wisner MS – 5 Yes, 0 No, Rupley Abstain)

3.02 Seat New Senators for 2021-2023

Based upon election results, seat three new senators to serve terms 2021-2023: Tom Downing, Crystal Tobola, Celeste Wisner.

Motion to approve and seat new Senators.

(Rupley/Lin MSCU)

3.03 Elect Officers for 2021 – 2022

President: Rupley Nominates Adam Runyan, Downing Seconds. Motion carries unanimous.

Vice-President: Runyan nominates Andy Rupley, Lin seconds. Motion carries unanimous.

Secretary: Andy Rupley nominates Celeste Wisner, Runyan seconds. Motion carries unanimous.

3.04 Appoint Liaisons for 2021 – 2022

Make appointments for the following ASCCC liaison positions: OER (Rupley); Guided Pathways (Runyan); CTE (Downing); Noncredit (Wisner); and, Legislation (Runyan). Motion to appoint. (Downing/Lin MSCU)

3.05 Auto IPR

Second review. Minor change was made updating cost of widening gate to the shop. Motion to approve.

(Rupley/Wisner MSCU)

3.06 Camera On Policy Recommendation

Document reviewed and discussed last meeting. No changes since that meeting.

Motion to approve
(Downing/Lin MSCU)

3.07 AP and CLEP Scores

Accreditation Tri-Chairs requested approval of specific language being added to the course catalog related to AP and CLEP credit. Documents attached to agenda presented by Alison Somerfield, and discussed.

Motion to approve.
(Lin/Tobola MSCU)

4. Discussion

4.01 Diversity, Equity and Inclusion Resolution

The revisions made after suggestions given at last Senate meeting were discussed. Document will come back at later meeting for Senate approval to recommend to the board for adoption.

4.03 Gunsmithing IPR

This is the first review of the IPR. Buck Bauer present and received suggestions from senators for revisions/corrections. Andy Rupley previously emailed Bauer with suggestions. Senators informed Bauer that document still needs Advisory Committee documentation of meeting, if conducted. Bauer indicated advisory committee meeting are handled via email. Bauer was informed that this should change to either in person or Zoom, so there can be a dialog in the meeting. Some information appears to be same verbiage from 2015 IPR and needs updating. Some classes have been inactivated and not mentioned in IPR, student data is the same verbiage as last IPR, no planning considerations included. Any specific student information needs to be removed. Document needs to be revised and come back for further review/approval.

4.03 IPR Taskforce

Accreditation Tri Chairs have given Senate a date of September 15th, 2021 to update our current IPR template. A gap analysis has been conducted and clear recommendations have been articulated. A task force to implement these recommendations is needed. Seeking volunteers to help with this task. – Senators Wisner, Tobola, Rupley and Downing volunteered to assist.

5. Information

5.01 Academic Senate Scholarship

We have two recipients of our scholarship this year. Runyan will provide more details next meeting.

5.02 Faculty Leadership Institute

The 2021 Faculty Leadership Institute will be held on June 17-19, 2021, on Pathable. Registration is only \$200 per person. Faculty is encourage to attend. Senate has funds to pay for registration costs.

The Faculty Leadership Institute is the cornerstone of the Academic Senate's governance training. Created to assist new senate leaders in navigating the complexity of local governance, the Faculty Leadership Institute brings seasoned leaders together to share tips and tools for new leaders to successfully lead their senate and influence their college policies.

6. Reports

6.01 Administration

Roxanna Haynes– Thanked Senators for their work on IPR's this year.

6.02 Senators

Adam Runyan – Would like to bring faculty committee assignments forward before end of the year, instead of in the fall for continuity of committee work next year. Consensus was that was a good idea. Senate will take action next meeting

6.03 LCFA

Andy Rupley – A new EBoard vote will be coming out soon. Look for information in your personal email.

6.04 Guided Pathways

Adam Runyan – ASCCC recommended to the Chancellor's office that Guided Pathways continues for the next 5 years.

7 Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:15pm
(Downing/Lin MSCU)

Respectfully Submitted,
T. Downing

Absent: None

Action: 6.05 Instructional Program Review (IPR) - Agriculture

Dr. Albertson advised that Ag did a great job with this. They have a really innovative program down there, especially with the AI program. Brian should be commended. Trustee Parks stated he just noticed a comment about the conditions down there and, unfortunately, the comment was not how they want LCC to be perceived. Maybe at some point, if we can have a follow up from Brian, can we get some of those issues taken care of? Carpet issues, holes in the wall. Trustee Parks stated that it sounded kind of bad. Dr. Albertson advised he has been down there and it needs improvement. It is an honest communication tool. We cannot have holes in the walls, etc. It still has the feel of not being on a good ranch. Trustee Parks stated it is Ag, but we want it to look nice. It mentioned about computers or printers in that department that may need updating, and these were just some things that he noticed. Trustee Dieter advised that before Covid, she attended meetings down there and it needed attention. President Wages stated that one of the elementary school principals in the past had said that if the maintenance of a specific building is not kept up, then the teachers are not happy, and then the students are not happy. Dr. Albertson advised that he will make a visit down there and meet with Brian. It is a flag ship facility. Trustee Trussell noted that we should be giving it a bit more attention. Brian does a good job.

Motion by Kim Dieter, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 6.06 Instructional Program Review (IPR) - Human Services

Dr. Trevor Albertson, Interim Superintendent/President advised that this is a close out IPR, as the program has ceased. This is a requirement for ceasing the program.

Motion by Buck Parks, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 6.07 Instructional Program Review (IPR) - Social Sciences

The Academic Senate, based on procedures outlined in the 13th edition of the Instructional Program Review Handbook, approves Instructional Program Reviews completed by faculty. The Senate President and Vice-President of Academic Services then jointly submit the Instructional Program Reviews to the Board for final acceptance. The Academic Senate took action at its meeting on January 14, 2020 to approve and forward the 2019 Social Science IPR to the Board. The IPR was presented to Consultation Council Committee on January 27, 2020. Dr. Trevor Albertson advised this is a well put together IPR, very solid. Trustee Parks stated he agrees with Dr. Albertson's assessment of the IPR.

Motion by Louis Hamilton, second by Sandy Jonas

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action, Information: 6.08 Student Learning Outcomes (SLO) Handbook - 2020-2021

Dr. Trevor Albertson advised that everything we do comes down to SLO's and is in the Mission statement. We have to have a really robust outline. This SLO handbook does a really good job to create a very effective faculty tool for faculty to apply as we continue our mission and what we do as an institution.

Motion by Buck Parks, second by Sandra Jonas

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, October 20, 2020)

Generated by Sue Kelley on Wednesday, October 21, 2020

1. Meeting Openings:

1.01 Call to order @ 3:02

Present

ASB Representative

Ms. Carie Camacho

Mr. Tom Downing-Vice Chair

Ms. Cathy Harrison

Ms. Julie William -CSEA Alternate

Mr. Chad Lewis- Chair

Ms. Joesetta Mata

Mr. Thomas Robb

Mr. Andy Rupley

Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent

Ms. Heidi Gray

Mr. Kory Konkol

Ms. K.C. Mesloh

Ms. Fran Oberg

Ms. Crystal Tobola

Guest

Roxanna Haynes

1.02 Agenda Approval: Rupley/Somerville: MSCU

1.03 Minutes Approve October 6, 2020: Downy/Rupley: MSCU

2. Subcommittee Action:

None

3. Action Items:

3.01 AJ SLO Mapping- Somerville/Camacho: MSCU

Approved

3.02 AJ 58 Perishable Skills for Peace Officers - Somerville/Camacho: MSCU

Approved new course

Effective: Spring 2021

3.03 AJ 58 Perishable Skills for Peace Officers - Somerville/Camacho: MSCU

Approved adding the discipline of Administration of Justice

Effective: Spring 2021

3.04 AJ 59 First Aid/CPR/AED Refresher for Peace Officers - Rupley/Robb: MSCU

Approved new course

Effective: Spring 2021

We have other CPR courses why a new course: This course is different from the LVN and FS courses. Also only peace officers can take this course.

3.05 AJ 59 First Aid/CPR/AED Refresher for Peace Officers - Rupley/Robb: MSCU
Approved adding the discipline of Administration of Justice
Effective: Spring 2021

3.06 AJ 59 First Aid/CPR/AED Refresher for Peace Officers - Rupley/Robb: MSCU
Approved adding the discipline of Nursing
Effective: Spring 2021

3.07 AJ 59 First Aid/CPR/AED Refresher for Peace Officers - Rupley/Robb: MSCU
Approved adding the discipline of Emergency Medical Technician
Effective: Spring 2021

3.08 ART-3 Beginning Life Drawing - Downy/Camacho: MSCU
Approved changes in Catalog Description, Course Objectives number 1, Methods of Evaluation, Methods of Delivery and Representative Texts and Supplies.
Text Effective Fall 2021

3.09 Art 3-Beginning Life Drawing - Downy/Camacho: MSCU
Approved adding online delivery for emergency use only
Effective: Fall 2020 COVID-19

3.10 ART 9 History of Asian Art - Somerville/Downy: MSCU
Approved Inactivation
Effective Fall 2021

3.11 Art 18 Advance Life Drawing -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.12 Art 22 Digital Illustration 2 -Somerville/Downy: MSCU
Approved Inactivation
Effective Fall 2021

3.13 Art 26 Graphic Design 2 -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.14 Art 39 Introduction to Digital Art -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.15 ART 43A ART 43A Beginning Jewelry Hand-Building -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.16 ART 43B Beginning Jewelry Design: Casting -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.17 ART 43C Intermediate Jewelry Design -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.18 ART 43D Advanced Jewelry Design -Somerville/Downy: MSCU

Approved inactivation
Effective Fall 2021

3.19 ART-50 Welding for Artists (History of Welded Sculpture) -Somerville/Downy: MSCU
Approved inactivation
Effective Fall 2021

3.20 BIOL 1 Principles of Molecular and Cellular Biology -Somerville/Robb: MSCU
Approved online delivery
Effective: Fall 2020 COVID-19

3.21 BIOL 4 Principles of Evolutionary, Organismal and Ecological Biology -Somerville/Robb: MSCU
Approved adding online delivery
Effective: Fall 2020 COVID-19

3.22 BIOL 10 - Natural History of Plants and Animals -Somerville/Robb: MSCU
Approved adding online delivery
Effective: Fall 2020 COVID-19

3.23 BIOL 20 Microbiology -Somerville/Robb: MSCU
Approved adding online delivery
Effective: Fall 2020 COVID-19

3.24 BIOL 21-Human Anatomy with Lab -Somerville/Robb: MSCU
Approved adding online delivery
Effective: Fall 2020 COVID-19

3.25 BIOL 22 Human Physiology with Lab- Somerville/Robb: MSCU
Approved adding online delivery
Effective: Fall 2020 COVID-19

3.26 BIOL 32 General Biology -Somerville/Robb: MSCU
Approved adding hybrid delivery
Effective: Fall 2020 COVID-19

3.27 CD 11 Observation and Assessment-Camacho/Robb: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.28 CD 12 Child, Family, Community -Camacho/Robb: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.29 CD 15 Pre-School Administration -Camacho/Robb: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.30 CD 16 Introduction to Curriculum -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.31 CD 19 Children's Nutrition, Health and Safety -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.32 CD-20 Principles and Practices of Teaching Young Children -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.33 CD 22 The Infant Toddler -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.34 CD-23 Adult Supervision in the Child Care Setting -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.35 CD-24 Practicum -Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.36 CD 25 Teaching in a Diverse Society-Camacho/Robb: MSCU
Approved course for hybrid delivery
Effective Fall 2021

3.37 CD 25 Teaching in a Diverse Society-Downey/Rupley: MSCU
Approved change in description, evaluation, delivery and textbook.
Effective Fall 2021

3.38 CD-26 Administration II -Robb/Harrison: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.39 CD-27 Children with Special Needs -Robb/Harrison: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.40 CD 27 Children with Special Needs -Camacho/Robb: MSCU
Approved change in description, evaluation, delivery and textbook.
Effective Fall 2021

3.41 CD-28 Child Guidance -Camacho/Robb: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.42 CD 30 Early Steps to Reading Success -Camacho/Robb: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.43 CD 30 Early Steps to Reading Success -Somerville/Downy: MSCU
Approved change in description, evaluation, delivery and textbook.
Effective Fall 2021

3.44 CD/PSY 31 Child Development: Conception through Adolescence -Somerville/Downy: MSCU
Approved adding hybrid delivery
Effective Fall 2021

3.45 CHEM 45A Introduction to General Chemistry Discussion Session -Rupley/Somerville: MSCU

Approved adding online modality
Effective Fall 2020 CIVID-19

3.46 Film I: History of Cinema - Rupley/Somerville: MSCU
Approved course for online delivery
Effective Fall 2021

3.47 FS 72B HazMat First Responder Operation-Downy/Camacho/MSCU
Decontamination-Approved New course
Effective when approved by the Chancellors Office

3.48 FS 72B HazMat First Responder Operation- Decontamination-Downy/Camacho/MSCU
Approved adding the discipline of Fire Technology
Effective when approved by the Chancellors Office

3.49 IPR Course Review Form -Downy/Camacho/MSCU
Approved change in form adding a column for SLO mapping
Effective Fall 2020

4. Discussion Items:

None

5. Information Items:

5.01 Instructional Program reviews due
Administration of Justice Sept 2020
Agriculture – Sept 2014, 2016, 2018, 2020
Allied Health – Sept 2017, 2019, 2021
Automotive Technology-Sept 2018, 2020
Child Development-Sept 2016, 2018, 2020
Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019, 2021
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019, 2021

5.02 Future Meeting dates

November 17th

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items:

7. Adjournment @ 3:45 Somerville/Rupley

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, November 17, 2020)

Generated by Sue Kelley on Tuesday, November 17, 2020

1. Meeting Openings:

1.01 Call to order @3:02

Present:

Mr. Tom Downing-Vice Chair

Mr. Chad Lewis- Chair

Ms. Joesetta Mata

Ms. K.C. Mesloh

Ms. Fran Oberg

Mr. Thomas Robb

Mr. Andy Rupley

Ms. Crystal Tobola

Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:

ASB Representative

Ms. Carie Camacho

Ms. Cathy Harrison

Ms. Heidi Gray

Mr. Kory Konkol

Ms. Julie William -CSEA Alternate

1.02 Agenda Approval Rupley/Downing: MSCU

1.03 Minutes Approve November 3, 2020

Not attached will be at next meeting

2. Subcommittee Action:

None

3. Action Items:

3.01 Approve new SLO mapping Forms: Rupley/Downing: MSCU

Like the form and color coding

3.02 Review and approved Administration of Justice course SLO mapping: Rupley/Oberg: MSCU

3.03 AGR 10 AGR-10 Introduction to Animal Science - Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.04 AGR 10 AGR-10 Introduction to Animal Science- Downing/Somerville: MSCU

Approved update texted book to 12th edition, 2019, ISBN 9780135187258

Effective: Fall 2021

3.05 AGR 23 Western Riding and Training- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.06 AGR 40 Basic Agricultural Mechanics- Downing/Somerville: MSCU

Approved course for hybrid delivery.

Effective: Fall 2020 COVID-19

3.07 AGR 41 Farm Tractors and Farm Power- Downing/Somerville: MSCU
Approved course for hybrid delivery
Effective: Fall 2020 COVID-19

3.08 AGR 50 Basic Riding- Downing/Somerville: MSCU
Approved course for hybrid delivery
Effective: Fall 2020 COVID-19

3.09 Review and approve Business course SLO mapping: Oberg/Mata: Table
Incomplete did not include assessment measure

3.10 Review and approved Chemistry course SLO mapping: Downy/Somerville

3.11 Review and approve Computer Applications course SLO mapping: Rupley/Tobola: **Table: MSCU**
Incomplete did not include assessment measure

3.12 Review and approve Computer Office Tech course SLO mapping: Rupley/Tobola: **Table: MSCU**
Incomplete did not include assessment measure

3.13 Review and approve Computer Science course SLO mapping: Rupley/Tobola: **Table: MSCU**
Incomplete did not include assessment measure

4. Discussion Items

Discussion: 4.01 CS 150 Tech Support - New course
*Change to 10 hours lecture. add Information Technology as a discipline on all four courses. This will be offered as adult education courses to get people into the workforce.
Add Computer Information Systems as discipline.*

Discussion: 4.02 CS 151 Bits and Bytes - New course

Discussion: 4.03 CS 152 Operating Systems - New course

Discussion: 4.04 CS 153 System Administration - New course

Discussion: 4.06 IT Support Professional - New Non-credit Certificate of Completion

5. Information Items:

Information: 5.01 Distance Education Committee Report
No report

Information: 5.02 Instructional Program reviews due
Agriculture – Sept 2014, 2016, 2018, 2020
Allied Health – Sept 2017, 2019, 2021
Automotive Technology-Sept 2018, 2020
Child Development-Sept 2016, 2018, 2020
Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019, 2021
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018
Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment Downy/Somerville @ 3:31

VI.	<p>Break-out Sessions:</p> <p>Option 1: <i>Employee Wellness during COVID</i> Seaira Harrington, Behavioral Health Program Manager Zoom link: https://cccconfer.zoom.us/j/98066220482?pwd=anZMUmdLREI5aVlweUhmGVDVE01UT09 Meeting ID: 980 6622 0482 Password: health</p> <p>Option 2: <i>Getting Started on Equity– How to Effectively Begin the Work of Transformation</i> Dr. Jacques Whitfield from CPS-HR Consulting Zoom link: https://cccconfer.zoom.us/j/93459297953?pwd=Q2Nzd0NmNGM3cTEwbDFlcVJSQ1A3UT09 Meeting ID: 934 5929 7953 Password: diversity</p> <p>Option 3: <i>PSLO Mapping</i> Accreditation Tri-Chairs Zoom link: https://cccconfer.zoom.us/j/95283207539?pwd=OVV1UDFBWGt4WkhXWThQdjZ5MlJKQT09 Meeting ID: 952 8320 7539 Password: SLO</p>	2:00-3:00
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Brady L. Reed

Interim Vice President of Student Services
Chief Student Services Officer
Lassen Community College
530.249.9565





Institution Set Standards

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and applicable accreditation standards. This document provides insight on the associated data elements and methodology used to determine goals for these standards.

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years, Baseline and Stretch goals are derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 using state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation, with the dates of these approvals being annotated at the end of this document.

ISS #1: Completion Rate

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database.

Baseline Goal = **71.20%**; Stretch Goal = **73.48%**

ISS #2: Fall-to-Fall Retention Rate

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database.

Baseline Goal = **28.82%**; Stretch Goal = **30.75%**

ISS #3: Number of Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on degrees awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **214**; Stretch Goal = **261**

ISS #4: Number of Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **134**; Stretch Goal = **144**

ISS #5: Four-Year Transfer Rate

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool and Student Centered Funding Formula (SCFF) 'Exhibit C' reports to report transfers to four-year California state schools by fiscal year.

Baseline Goal = **55**; Stretch Goal = **64**

ISS #6: Licensure Pass Rate

The institution set standards were developed based on the longitudinal data and historical precedence for licensure exams for the following program(s).

Vocational Nursing Baseline Goal = **85.00%** Pass Rate; Stretch Goal = **90.00%** Pass Rate

ISS #7: Job Placement Rates

The Baseline Employment Performance Goal for all programs listed below is **61.47%** and the Stretch Goal is **66.09%**, based on the standards published in the Perkins IV Performance Trend Reports for the most recent two years. This CTE Perkins VI core indicators (Core IV - Employment) data can be accessed at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Administrative of Justice

- Associate in Science Degree in Administration of Justice for Transfer
- Associate in Art Degree Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences (transfer)
- Associate in Science in Agriculture Animal Science for Transfer (transfer)
- Associate in Science in Agriculture Business for Transfer (transfer)
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business
- Certificate of Accomplishment Agriculture Irrigation

Allied Health/Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment Basic Mechanics
- Certificate of Accomplishment in Electrical
- Certificate of Completion in Automotive Chassis and Maintenance (non-credit)

Business

- Associate in Science Degree in Business Administration for Transfer (transfer)
- Associate in Arts Degree in Economics for Transfer (transfer)
- Certificate of Achievement Administrative Office Technician
- Certificate of Achievement in Geographic Information Systems
- Certificate of Completion IT Support Specialist (non-credit)

Child Development

- Associate in Science Degree in Early Childhood Education for Transfer (transfer)
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment of Child Development-Associate Teacher

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Achievement Basic Wildland Firefighter
- Certificate of Accomplishment in Fire Technology

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology

Institution Set Standards

Randy Joslin
March 24, 2021
April 12, 2021

Institution Set Standards

This presentation:

- We have already agreed that we will review and revise, as necessary, all of our Institution Set Standards (ISS) in February of each year.
- This presentation will
 - Show data for each ISS
 - Offer for approval an methodology by which we can easily adjust ISS goals in future years
 - Make recommendations for new Goals
 - Baseline Goals
 - Stretch Goals
 - Make recommendations for changes to the ISS documents

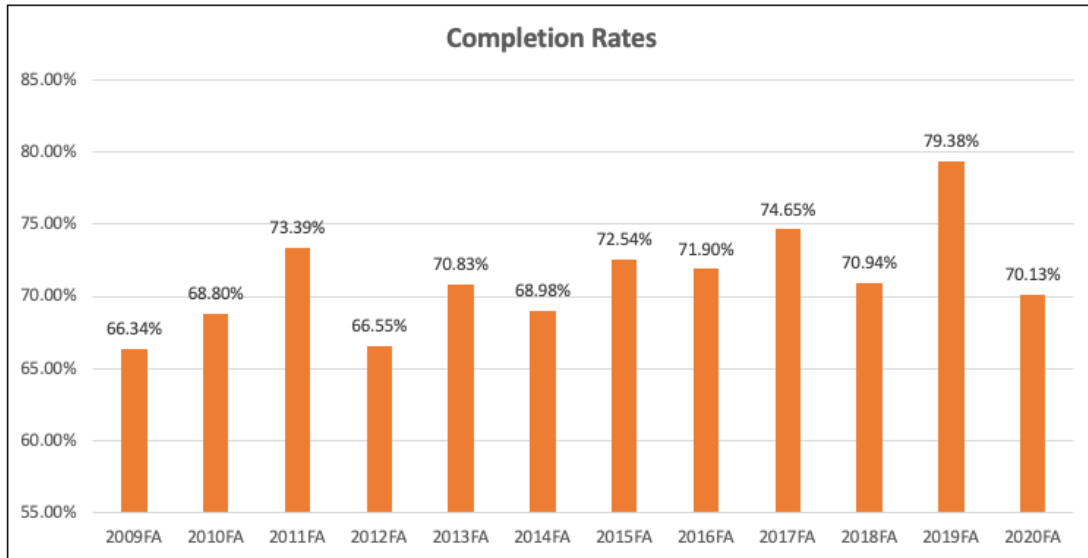
Institution Set Standards

The Backstory:

- Our most recent accreditation visit found issues with our ISS's.
 - Lack of periodic review of standards
 - Lack of periodic adjustment of the standards
 - Lack of.....
- What do we have ISS's for?
 - Completion Rates
 - Fall-to-Fall Retention Rates
 - Number of Degrees Awarded each year
 - Number of Certificates Awarded each year
 - Number of students that Transfer to a Four-Year College or University each year
 - Licensure Pass Rates
 - Job Placement Rates (CTE Programs)
- Why do we have ISS's?
 - Because the Higher Education Act says so.....
 - HEA Section 496, 20 U.S.C. 1099B, 34 C.F.R. § 602.16(1)(i).
 - See also 34 C.F.R. § 602.17 (a)(2).
 - <https://www.law.cornell.edu/cfr/text/34/602.16>
 - And then, because ACCJC says so....
 - ACCJC Standard I. B. 3.: The institution establishes Institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
 - <https://accjc.org/wpcontent/uploads/DCLApril2016FlexibilityinReviewTMitchell.pdf>
 - In Other Words...
 - The concept of ISS are defined in relation to the mission of the college and speak to the necessity of assessing our performance for basic quality assurance; each one is a lower boundary of our expectations.
 - The Annual Report to the ACCJC requires us to specify ISS's for several key metrics
 - ... but as an institution we track many more.
 - ISS's are involved, implicitly or explicitly, in program review, integrated planning, student equity, the education master plan, and accreditation.
 - ISS's change and adapt along with the college to:
 - *Monitor* institutional performance, and...
 - *Challenge* institutional performance

Institution Set Standards: ISS #1 - Completion Rates

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
12b - Successful student course completion rate	2009FA	66.34%	69.51%	69.18%
12b - Successful student course completion rate	2010FA	68.80%		
12b - Successful student course completion rate	2011FA	73.39%		
12b - Successful student course completion rate	2012FA	66.55%	69.58%	
12b - Successful student course completion rate	2013FA	70.83%	70.25%	69.18%
12b - Successful student course completion rate	2014FA	68.98%	68.78%	69.71%
12b - Successful student course completion rate	2015FA	72.54%	70.78%	70.46%
12b - Successful student course completion rate	2016FA	71.90%	71.14%	70.16%
12b - Successful student course completion rate	2017FA	74.65%	73.03%	71.78%
12b - Successful student course completion rate	2018FA	70.94%	72.50%	71.80%
12b - Successful student course completion rate	2019FA	79.38%	74.99%	73.88%
12b - Successful student course completion rate	2020FA	70.13%	73.48%	73.40%
Overall Average:		71.20%		
Current Standard:		70.00%		

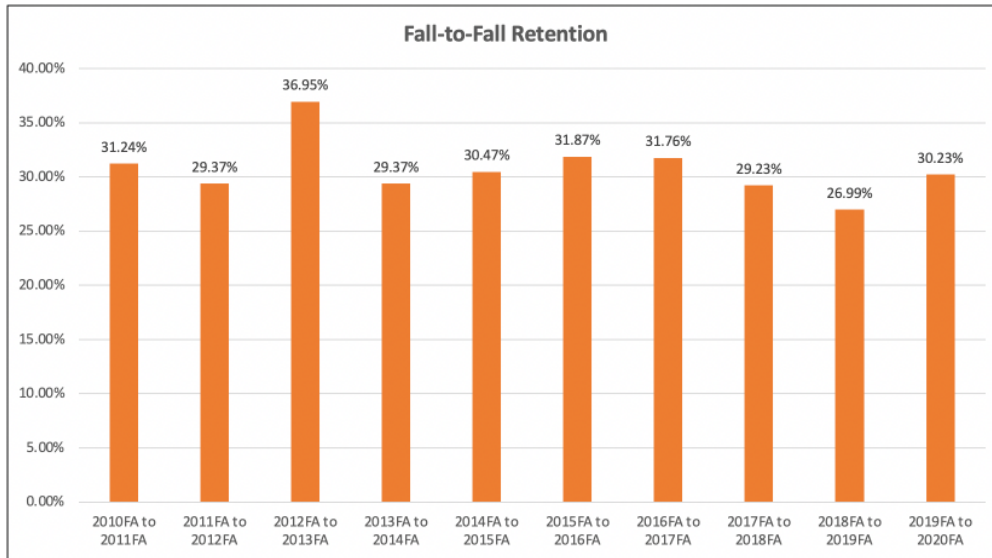


- Current Goal = 70%
- Recommended New Baseline: 71.2 %
- Recommended New Stretch Goal: 73.48%

Institution Set Standards:

ISS #2 - Fall-to-Fall Retention Rates

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
15a - Percent of students retained from fall to fall semesters	2010FA to 2011FA	31.24%		
15a - Percent of students retained from fall to fall semesters	2011FA to 2012FA	29.37%		
15a - Percent of students retained from fall to fall semesters	2012FA to 2013FA	36.95%		
15a - Percent of students retained from fall to fall semesters	2013FA to 2014FA	29.37%	32.52%	
15a - Percent of students retained from fall to fall semesters	2014FA to 2015FA	30.47%	31.90%	
15a - Percent of students retained from fall to fall semesters	2015FA to 2016FA	31.87%	32.26%	
15a - Percent of students retained from fall to fall semesters	2016FA to 2017FA	31.76%	30.57%	
15a - Percent of students retained from fall to fall semesters	2017FA to 2018FA	29.23%	31.37%	
15a - Percent of students retained from fall to fall semesters	2018FA to 2019FA	26.99%	30.95%	
15a - Percent of students retained from fall to fall semesters	2019FA to 2020FA	30.23%	32.08%	
			30.54%	
			30.06%	
			30.02%	
	Overall Average:	30.75%		
	Current Standard:	41.00%		

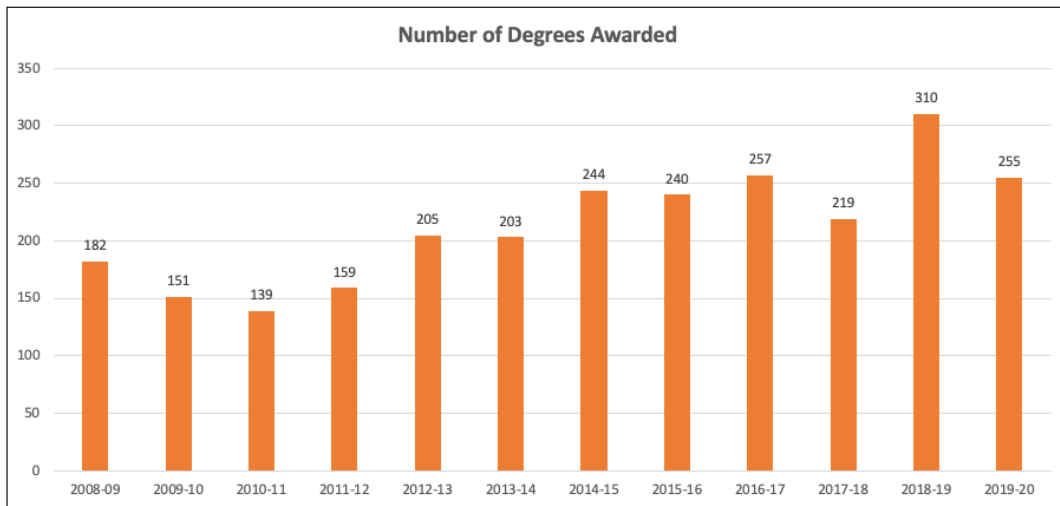


- Current Goal = 41%
- Recommended New Baseline: 28.82 %
- Recommended New Stretch Goal: 30.75%

Institution Set Standards:

ISS #3 - Number of Degrees Awarded

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
14b - Number of students who received a degree in the academic year	2008-09	182		
14b - Number of students who received a degree in the academic year	2009-10	151		
14b - Number of students who received a degree in the academic year	2010-11	139		
14b - Number of students who received a degree in the academic year	2011-12	159	157	
14b - Number of students who received a degree in the academic year	2012-13	205	150	
14b - Number of students who received a degree in the academic year	2013-14	203	168	167
14b - Number of students who received a degree in the academic year	2014-15	244	189	171
14b - Number of students who received a degree in the academic year	2015-16	240	217	190
14b - Number of students who received a degree in the academic year	2016-17	257	229	210
14b - Number of students who received a degree in the academic year	2017-18	219	247	230
14b - Number of students who received a degree in the academic year	2018-19	310	239	233
14b - Number of students who received a degree in the academic year	2019-20	255	262	254
			261	256
	Overall Average:	214		
	Current Standard:	144		

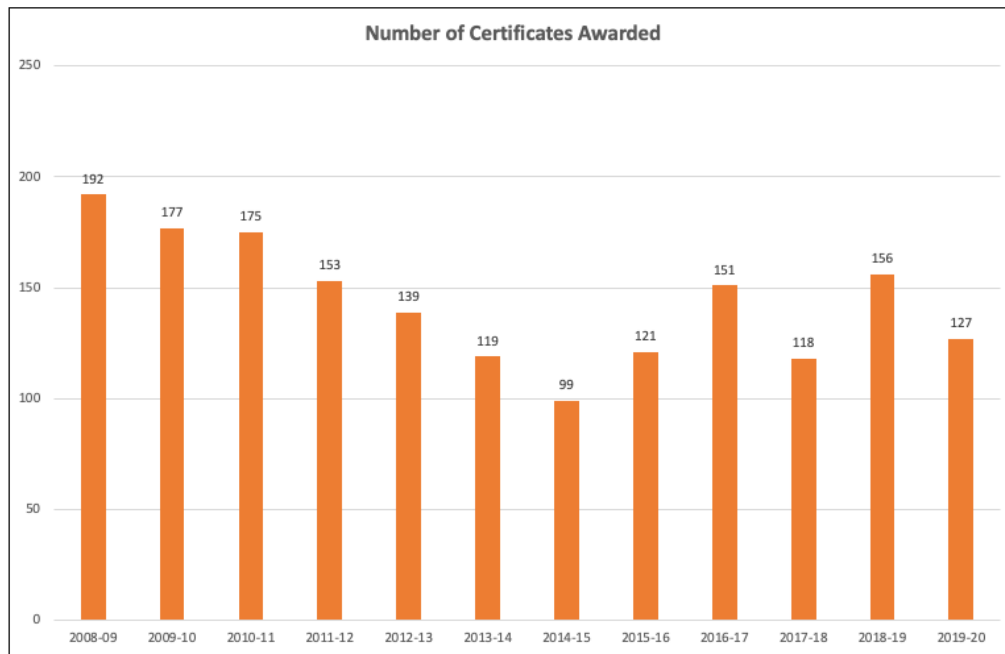


- Current Goal = 144
- Recommended New Baseline: 214
- Recommended New Stretch Goal: 261

Institution Set Standards:

ISS #4 - Number of Certificates Awarded

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2008-09	192			
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2009-10	177			
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2010-11	175			181
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2011-12	153			168
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2012-13	139			156
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2013-14	119	137	153	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2014-15	99	119	137	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2015-16	121	113	126	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2016-17	151	124	126	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2017-18	118	130	122	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2018-19	156	142	129	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2019-20	127	134	135	
Overall Average:		144			
Current Standard:		163			

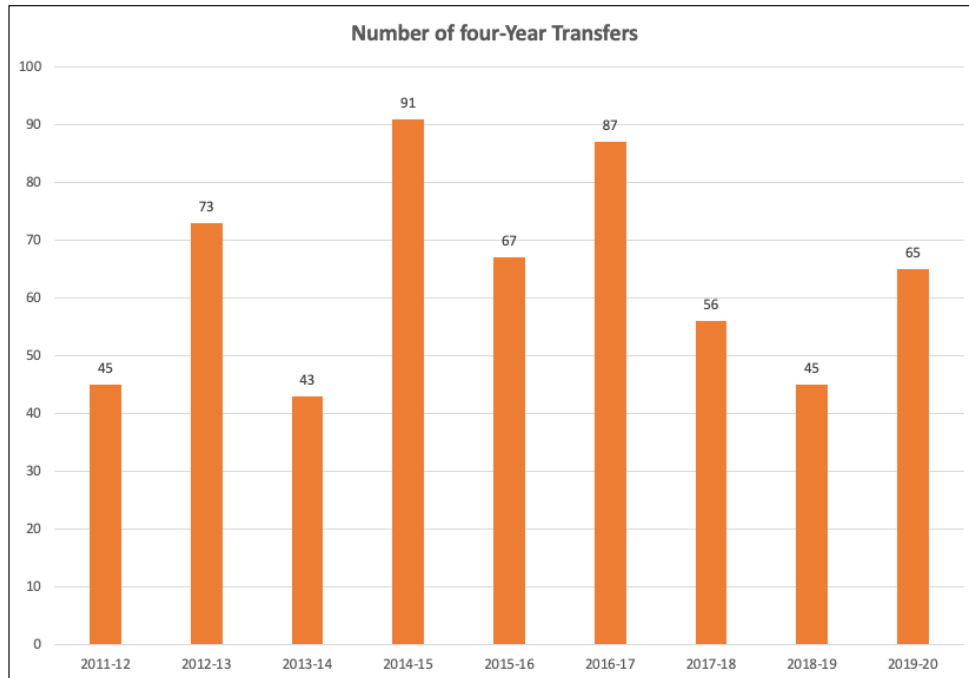


- Current Goal = 163
- Recommended New Baseline: 134
- Recommended New Stretch Goal: 144

Institution Set Standards:

ISS #5 – Number of Transfers to Four-Year

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
Number of Students who transfer to a four-year college/university	2011-12	45		
Number of Students who transfer to a four-year college/university	2012-13	73		
Number of Students who transfer to a four-year college/university	2013-14	43		
Number of Students who transfer to a four-year college/university	2014-15	91		
Number of Students who transfer to a four-year college/university	2015-16	67		
Number of Students who transfer to a four-year college/university	2016-17	87	82	72
Number of Students who transfer to a four-year college/university	2017-18	56	70	69
Number of Students who transfer to a four-year college/university	2018-19	45	63	69
Number of Students who transfer to a four-year college/university	2019-20	65	55	64
Overall Average:		64		
Current Standard:		31		



- Current Goal = 31
- Recommended New Baseline: 55
- Recommended New Stretch Goal: 64

Institution Set Standards: ISS #6 - Licensure Pass Rates

Licensure Examination Pass Rates							
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
	Vocational Nursing	National	85 %	85 %	100 %	100 %	86 %

- Current Goal = 85%
- Recommended New Baseline: 85 %
- Recommended New Stretch Goal: 90%

Institution Set Standards: ISS #7 - Job Placement Rates (2017-18 Report)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2017-2018 Fiscal Year Planning
Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input type="checkbox"/> 01 AGRICULTURE AND NATURAL RESOURCES	100.00	41.67	70.37	55.56	51.85	53.85
<input checked="" type="checkbox"/> 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	50.00	0.00	100.00	100.00
<input checked="" type="checkbox"/> 0102 ANIMAL SCIENCE	100.00	42.86	76.47	60.00	41.18	37.50
<input checked="" type="checkbox"/> 0103 PLANT SCIENCE	100.00	0.00	66.67	100.00	66.67	50.00
<input checked="" type="checkbox"/> 0112 AGRICULTURE BUSINESS, SALES, AND SERVICE	100.00	50.00	50.00	0.00	50.00	100.00
<input type="checkbox"/> 05 BUSINESS AND MANAGEMENT	100.00	94.44	92.31	69.23	34.78	25.00
<input checked="" type="checkbox"/> 0502 ACCOUNTING	100.00	100.00	100.00	80.00	30.77	10.00
<input checked="" type="checkbox"/> 0505 BUSINESS ADMINISTRATION	100.00	100.00	100.00	60.00	50.00	50.00
<input checked="" type="checkbox"/> 0506 BUSINESS MANAGEMENT	100.00	0.00	66.67	0.00		
<input checked="" type="checkbox"/> 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	100.00	50.00	100.00	0.00	0.00
<input type="checkbox"/> 08 EDUCATION	100.00		100.00		100.00	
<input checked="" type="checkbox"/> 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
<input type="checkbox"/> 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	96.15	48.39	78.21	58.62	0.00	0.00
<input checked="" type="checkbox"/> 0948 AUTOMOTIVE TECHNOLOGY	100.00	50.00	78.57	66.67	0.00	0.00
<input checked="" type="checkbox"/> 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	94.44	33.33	80.56	71.43	0.00	0.00
<input checked="" type="checkbox"/> 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	96.43	56.25	75.00	50.00	0.00	0.00
<input type="checkbox"/> 10 FINE AND APPLIED ARTS	100.00	100.00	66.67	100.00	66.67	50.00
<input checked="" type="checkbox"/> 1030 GRAPHIC ART AND DESIGN	100.00	100.00	66.67	100.00	66.67	50.00
<input type="checkbox"/> 12 HEALTH	69.23	66.67	61.54	66.67	0.00	0.00
<input checked="" type="checkbox"/> 1230 NURSING	83.33	100.00	83.33	66.67	0.00	0.00
<input checked="" type="checkbox"/> 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	0.00	75.00		
<input checked="" type="checkbox"/> 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	0.00	100.00	100.00	50.00		
<input type="checkbox"/> 13 FAMILY AND CONSUMER SCIENCES	80.95	100.00	90.48	80.00	4.76	14.29
<input checked="" type="checkbox"/> 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	80.95	100.00	90.48	80.00	4.76	14.29
<input type="checkbox"/> 21 PUBLIC AND PROTECTIVE SERVICES	94.74	50.00	73.68	68.75	39.68	39.13
<input checked="" type="checkbox"/> 2104 HUMAN SERVICES	92.31	75.00	92.31	0.00		
<input checked="" type="checkbox"/> 2105 ADMINISTRATION OF JUSTICE	94.59	53.85	64.86	69.57	59.46	47.37
<input checked="" type="checkbox"/> 2133 FIRE TECHNOLOGY	96.15	25.00	76.92	75.00	11.54	0.00
<input type="checkbox"/> 49 INTERDISCIPLINARY STUDIES	100.00	0.00	80.00	100.00		
<input checked="" type="checkbox"/> 4932 GENERAL WORK EXPERIENCE	100.00	0.00	80.00	100.00		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 90.29% Performance Goal - (2014- 2015)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 70.66% Performance Goal - (2014- 2015)
 Core 3 - Persistence in Higher Education: 81.53% Performance Goal - (2014- 2015)
Core 4 - Employment: 55.78% Performance Goal - (2014- 2015)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 20.95% Participation & 25.68% Completion - (2014- 2015)
 Source: CCCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office,
 UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (2018-19 Report)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2018-2019 Fiscal Year Planning
Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.


	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input type="checkbox"/> 01 AGRICULTURE AND NATURAL RESOURCES	100.00	84.62	95.45	40.00	50.00	50.00
<input type="checkbox"/> 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	100.00	100.00	75.00	75.00
<input type="checkbox"/> 0102 ANIMAL SCIENCE	100.00	87.50	94.12	0.00	47.06	46.15
<input type="checkbox"/> 0103 PLANT SCIENCE	100.00	0.00	100.00	0.00	0.00	0.00
<input type="checkbox"/> 05 BUSINESS AND MANAGEMENT	88.89	75.00	83.33	50.00	21.43	25.00
<input type="checkbox"/> 0502 ACCOUNTING	100.00	66.67	66.67	0.00	33.33	0.00
<input type="checkbox"/> 0505 BUSINESS ADMINISTRATION	60.00	100.00	100.00	100.00	40.00	40.00
<input type="checkbox"/> 0506 BUSINESS MANAGEMENT	100.00	50.00	75.00	100.00		
<input type="checkbox"/> 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	50.00	83.33	0.00	0.00	0.00
<input type="checkbox"/> 08 EDUCATION	100.00		100.00		100.00	
<input type="checkbox"/> 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
<input type="checkbox"/> 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	93.98	78.13	87.65	50.00	3.61	0.00
<input type="checkbox"/> 0948 AUTOMOTIVE TECHNOLOGY	92.86	80.00	92.86	100.00	0.00	0.00
<input type="checkbox"/> 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	97.44	20.00	87.18	40.00	7.69	0.00
<input type="checkbox"/> 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	90.00	90.91	85.71	43.48	0.00	0.00
<input type="checkbox"/> 10 FINE AND APPLIED ARTS	100.00	100.00	80.00	0.00	60.00	66.67
<input type="checkbox"/> 1030 GRAPHIC ART AND DESIGN	100.00	100.00	80.00	0.00	60.00	66.67
<input type="checkbox"/> 12 HEALTH	60.00	85.71	90.00	75.00	0.00	0.00
<input type="checkbox"/> 1230 NURSING	100.00	100.00	100.00		0.00	0.00
<input type="checkbox"/> 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	66.67	100.00		
<input type="checkbox"/> 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	20.00	100.00	100.00	66.67		
<input type="checkbox"/> 13 FAMILY AND CONSUMER SCIENCES	76.92	75.00	92.31	100.00	0.00	0.00
<input type="checkbox"/> 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	76.92	75.00	92.31	100.00	0.00	0.00
<input type="checkbox"/> 21 PUBLIC AND PROTECTIVE SERVICES	92.41	60.98	77.22	75.00	36.92	50.00
<input type="checkbox"/> 2104 HUMAN SERVICES	92.86	60.00	71.43	71.43		
<input type="checkbox"/> 2105 ADMINISTRATION OF JUSTICE	91.18	55.56	82.35	86.67	55.88	66.67
<input type="checkbox"/> 2133 FIRE TECHNOLOGY	93.55	69.23	74.19	64.29	16.13	22.22
<input type="checkbox"/> 49 INTERDISCIPLINARY STUDIES	100.00	0.00	50.00	100.00		
<input type="checkbox"/> 4932 GENERAL WORK EXPERIENCE	100.00	0.00	50.00	100.00		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2015- 2016)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 67.50% Performance Goal - (2015- 2016)
 Core 3 - Persistence in Higher Education: 78.67% Performance Goal - (2015- 2016)
Core 4 - Employment: 58.92% Performance Goal - (2015- 2016)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 21.23% Participation & 25.43% Completion - (2015- 2016)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office,
 UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (2019-20 Report)



PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2019-2020 Fiscal Year Planning
Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input type="checkbox"/> 01 AGRICULTURE AND NATURAL RESOURCES	100.00	80.00	88.00	70.00	56.00	62.50
<input type="checkbox"/> 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	87.50	50.00	62.50	62.50
<input type="checkbox"/> 0102 ANIMAL SCIENCE	100.00	66.67	93.33	80.00	53.33	57.14
<input type="checkbox"/> 0103 PLANT SCIENCE	100.00	0.00	50.00	100.00	50.00	100.00
<input type="checkbox"/> 05 BUSINESS AND MANAGEMENT	96.43	65.00	83.93	69.23	31.82	50.00
<input type="checkbox"/> 0502 ACCOUNTING	100.00	66.67	83.33	100.00	25.00	50.00
<input type="checkbox"/> 0505 BUSINESS ADMINISTRATION	71.43	100.00	100.00	33.33	57.14	57.14
<input type="checkbox"/> 0506 BUSINESS MANAGEMENT	100.00	20.00	85.29	80.00		
<input type="checkbox"/> 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	50.00	33.33	66.67	0.00	0.00
<input type="checkbox"/> 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	93.98	61.90	73.17	72.09	6.02	10.34
<input type="checkbox"/> 0948 AUTOMOTIVE TECHNOLOGY	88.24	33.33	47.06	83.33	11.76	20.00
<input type="checkbox"/> 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	95.45	58.33	79.55	57.14	4.55	12.50
<input type="checkbox"/> 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	95.45	83.33	80.95	76.47	4.55	6.25
<input type="checkbox"/> 10 FINE AND APPLIED ARTS	57.14	100.00	85.71	100.00	42.86	42.86
<input type="checkbox"/> 1030 GRAPHIC ART AND DESIGN	57.14	100.00	85.71	100.00	42.86	42.86
<input type="checkbox"/> 12 HEALTH	96.00	100.00	100.00	75.00	0.00	0.00
<input type="checkbox"/> 1208 MEDICAL ASSISTING	100.00		100.00		0.00	0.00
<input type="checkbox"/> 1230 NURSING	100.00	100.00	100.00	100.00	0.00	0.00
<input type="checkbox"/> 1250 EMERGENCY MEDICAL SERVICES	100.00	100.00	100.00	100.00		
<input type="checkbox"/> 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	0.00	100.00	100.00	0.00		
<input type="checkbox"/> 13 FAMILY AND CONSUMER SCIENCES	93.33	100.00	100.00	100.00	0.00	0.00
<input type="checkbox"/> 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	93.33	100.00	100.00	100.00	0.00	0.00
<input type="checkbox"/> 21 PUBLIC AND PROTECTIVE SERVICES	92.96	57.89	75.71	75.76	45.61	60.00
<input type="checkbox"/> 2104 HUMAN SERVICES	92.86	83.33	85.71	100.00		
<input type="checkbox"/> 2105 ADMINISTRATION OF JUSTICE	90.63	61.11	78.13	73.33	59.38	66.67
<input type="checkbox"/> 2133 FIRE TECHNOLOGY	96.00	42.86	66.67	69.23	28.00	42.86
<input type="checkbox"/> 49 INTERDISCIPLINARY STUDIES	100.00	0.00	62.50	66.67		
<input type="checkbox"/> 4932 GENERAL WORK EXPERIENCE	100.00	0.00	62.50	66.67		

Performance Rate Less Than Goal is Shaded
 Total Count is 10 or Greater
 Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2016- 2017)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.60% Performance Goal - (2016- 2017)
 Core 3 - Persistence in Higher Education: 82.38% Performance Goal - (2016- 2017)
 Core 4 - Employment: 61.47% Performance Goal - (2016- 2017)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 21.62% Participation & 27.58% Completion - (2016- 2017)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office,
 UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (*2020-21 Report) (Not yet reportable to ACCJC)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
 Indicators for 2020-2021 Fiscal Year Planning
 Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
[-] 01 AGRICULTURE AND NATURAL RESOURCES	100.00	53.85	69.23	50.00	65.38	76.92
[-] 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	50.00	100.00	50.00	50.00
[-] 0102 ANIMAL SCIENCE	100.00	45.45	70.83	42.86	66.67	81.82
[-] 05 BUSINESS AND MANAGEMENT	96.23	65.52	86.79	52.63	34.62	38.89
[-] 0501 BUSINESS AND COMMERCE, GENERAL	100.00		100.00		0.00	
[-] 0502 ACCOUNTING	100.00	100.00	90.91	100.00	45.45	75.00
[-] 0505 BUSINESS ADMINISTRATION	69.23	100.00	76.92	71.43	30.77	30.77
[-] 0506 BUSINESS MANAGEMENT	100.00	16.67	87.50	40.00		
[-] 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	100.00	100.00	0.00	0.00	0.00
[-] 08 EDUCATION	100.00		100.00		100.00	
[-] 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
[-] 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	89.87	64.29	77.92	60.00	3.80	5.26
[-] 0948 AUTOMOTIVE TECHNOLOGY	84.62	28.57	58.33	83.33	15.38	0.00
[-] 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	90.00	50.00	80.00	58.33	2.00	16.67
[-] 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	93.75	100.00	86.67	50.00	0.00	0.00
[-] 10 FINE AND APPLIED ARTS	100.00	100.00	75.00	100.00	25.00	50.00
[-] 1030 GRAPHIC ART AND DESIGN	100.00	100.00	75.00	100.00	25.00	50.00
[-] 12 HEALTH	97.44	76.19	77.14	100.00	3.13	0.00
[-] 1208 MEDICAL ASSISTING	100.00		100.00		0.00	
[-] 1230 NURSING	100.00	82.35	76.00	100.00	3.45	0.00
[-] 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	60.00	100.00		
[-] 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	50.00	100.00	100.00	100.00		
[-] 13 FAMILY AND CONSUMER SCIENCES	78.57	50.00	78.57	75.00	0.00	0.00
[-] 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	84.62	40.00	76.92	66.67	0.00	0.00
[-] 1306 NUTRITION, FOODS, AND CULINARY ARTS	0.00	100.00	100.00	100.00	0.00	0.00
[-] 21 PUBLIC AND PROTECTIVE SERVICES	96.67	78.95	83.33	78.95	38.00	40.00
[-] 2104 HUMAN SERVICES	100.00	100.00	60.00	40.00		
[-] 2105 ADMINISTRATION OF JUSTICE	92.31	77.78	92.31	100.00	73.08	66.67
[-] 2133 FIRE TECHNOLOGY	100.00	71.43	83.33	88.89	0.00	0.00
[-] 49 INTERDISCIPLINARY STUDIES	100.00	0.00	20.00	100.00		
[-] 4932 GENERAL WORK EXPERIENCE	100.00	0.00	20.00	100.00		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.34% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 81.77% Performance Goal - (2017- 2018)
 Core 4 - Employment: 66.09% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 22.50% Participation & 28.80% Completion - (2017- 2018)
 Source: CCCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: Recommendations

Recommendations from Institutional Effectiveness

Revision of Individual Goals:

- *The following revisions will establish a basic methodology by which our Institution Set Standards can be adjusted in future years*
- ISS #1: Completion Rate
 - This goal is acceptable, but needs minor adjusted to current data
 - Current Goal = 70%
 - Recommended New Baseline: 71.2 % *(Most Current Overall Average)*
 - Recommended New Stretch Goal: 73.48% *(Most Current 3-Year Rolling Average)*
- ISS #2: Fall-to Fall Retention
 - This goal is off significantly. We need to adjust it down to what the data is telling us
 - Current Goal = 41%
 - Recommended New Baseline: 28.82 % *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 30.75% *(Most Current Overall Average)*
- ISS #3: Number of Degrees Awarded
 - This goal is off significantly. We need to adjust it up to what the data is telling us
 - Current Goal = 144
 - Recommended New Baseline: 214 *(Most Current Overall Average)*
 - Recommended New Stretch Goal: 261 *(Most Current 3-Year Rolling Average)*
- ISS #4: Number of Certificates Awarded
 - This goal is off significantly. We need to adjust it down to what the data is telling us
 - Current Goal = 163
 - Recommended New Baseline: 134 *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 144 *(Most Current Overall Average)*
- ISS #5: Number of Transfers to Four-Year
 - This goal is off significantly. We need to adjust it up to what the data is telling us
 - Current Goal = 31
 - Recommended New Baseline: 55 *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 64 *(Most Current Overall Average)*
- ISS #6: Licensure Pass Rate
 - This goal is acceptable, but needs a Stretch Goal to be established
 - Current Goal = 85%
 - Recommended New Baseline: 85 %
 - Recommended New Stretch Goal: 90%
- ISS #7: Job Placement Rate
 - This goal is off somewhat. We need to adjust it up to what the state-mandated rates are
 - Current Goal = 71%
 - Recommended New Baseline: 61.47 % *(Most current reportable year's state goal)*
 - Recommended New Stretch Goal: 66.09% *(Next reportable year's state goal)*
 - Establish that this one % goal applies to all CTE programs
 - This will match the state "Perkins Core IV" standard by which we are already measured

Revision of the ISS Document itself

- Number the Institution Set Standards (1 through 7)
- Eliminate the three separate documents
 - Put all Institution Set Standards into one single document

Institution Set Standards

Randy Joslin

March 24, 2021

April 12, 2021

Institution Set Standards

This presentation:

- We have already agreed that we will review and revise, as necessary, all of our Institution Set Standards (ISS) in February of each year.
- This presentation will
 - Show data for each ISS
 - Offer for approval an methodology by which we can easily adjust ISS goals in future years
 - Make recommendations for new Goals
 - Baseline Goals
 - Stretch Goals
 - Make recommendations for changes to the ISS documents

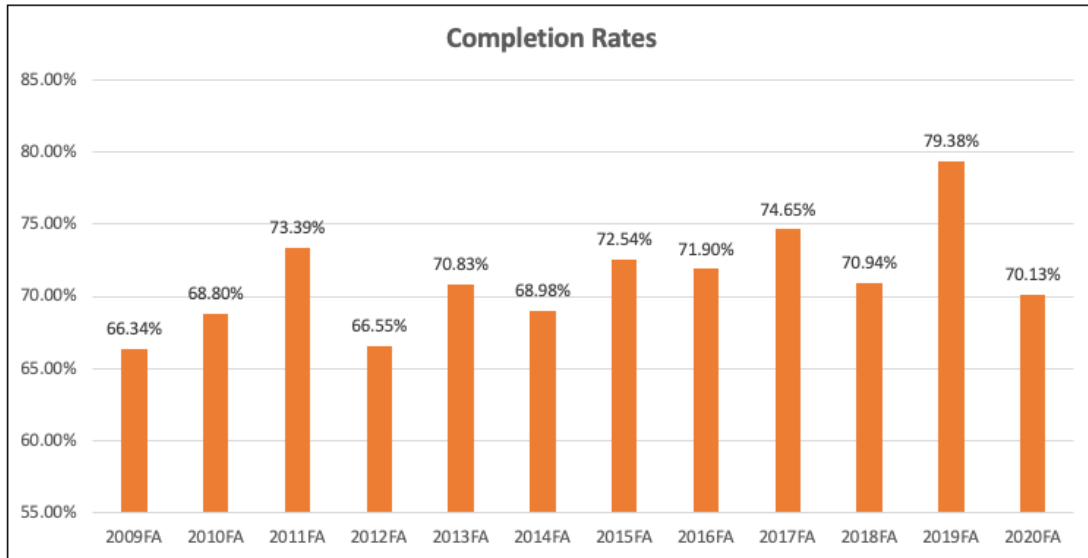
Institution Set Standards

The Backstory:

- Our most recent accreditation visit found issues with our ISS's.
 - Lack of periodic review of standards
 - Lack of periodic adjustment of the standards
 - Lack of.....
- What do we have ISS's for?
 - Completion Rates
 - Fall-to-Fall Retention Rates
 - Number of Degrees Awarded each year
 - Number of Certificates Awarded each year
 - Number of students that Transfer to a Four-Year College or University each year
 - Licensure Pass Rates
 - Job Placement Rates (CTE Programs)
- Why do we have ISS's?
 - Because the Higher Education Act says so.....
 - HEA Section 496, 20 U.S.C. 1099B, 34 C.F.R. § 602.16(1)(i).
 - See also 34 C.F.R. § 602.17 (a)(2).
 - <https://www.law.cornell.edu/cfr/text/34/602.16>
 - And then, because ACCJC says so....
 - ACCJC Standard I. B. 3.: The institution establishes Institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
 - <https://accjc.org/wpcontent/uploads/DCLApril2016FlexibilityinReviewTMitchell.pdf>
 - In Other Words...
 - The concept of ISS are defined in relation to the mission of the college and speak to the necessity of assessing our performance for basic quality assurance; each one is a lower boundary of our expectations.
 - The Annual Report to the ACCJC requires us to specify ISS's for several key metrics
 - ... but as an institution we track many more.
 - ISS's are involved, implicitly or explicitly, in program review, integrated planning, student equity, the education master plan, and accreditation.
 - ISS's change and adapt along with the college to:
 - *Monitor* institutional performance, and...
 - *Challenge* institutional performance

Institution Set Standards: ISS #1 - Completion Rates

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
12b - Successful student course completion rate	2009FA	66.34%	69.51%	69.18%
12b - Successful student course completion rate	2010FA	68.80%		
12b - Successful student course completion rate	2011FA	73.39%		
12b - Successful student course completion rate	2012FA	66.55%	69.58%	
12b - Successful student course completion rate	2013FA	70.83%	70.25%	69.18%
12b - Successful student course completion rate	2014FA	68.98%	68.78%	69.71%
12b - Successful student course completion rate	2015FA	72.54%	70.78%	70.46%
12b - Successful student course completion rate	2016FA	71.90%	71.14%	70.16%
12b - Successful student course completion rate	2017FA	74.65%	73.03%	71.78%
12b - Successful student course completion rate	2018FA	70.94%	72.50%	71.80%
12b - Successful student course completion rate	2019FA	79.38%	74.99%	73.88%
12b - Successful student course completion rate	2020FA	70.13%	73.48%	73.40%
Overall Average:		71.20%		
Current Standard:		70.00%		

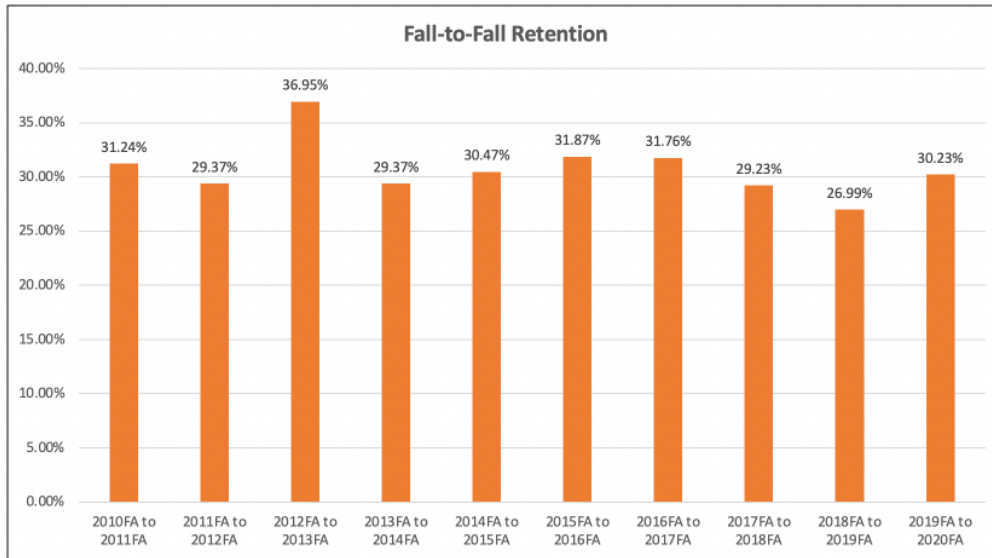


- Current Goal = 70%
- Recommended New Baseline: 71.2 %
- Recommended New Stretch Goal: 73.48%

Institution Set Standards:

ISS #2 - Fall-to-Fall Retention Rates

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:	
15a - Percent of students retained from fall to fall semesters	2010FA to 2011FA	31.24%			
15a - Percent of students retained from fall to fall semesters	2011FA to 2012FA	29.37%			
15a - Percent of students retained from fall to fall semesters	2012FA to 2013FA	36.95%			32.52%
15a - Percent of students retained from fall to fall semesters	2013FA to 2014FA	29.37%			31.90%
15a - Percent of students retained from fall to fall semesters	2014FA to 2015FA	30.47%			32.26%
15a - Percent of students retained from fall to fall semesters	2015FA to 2016FA	31.87%	30.57%	31.61%	
15a - Percent of students retained from fall to fall semesters	2016FA to 2017FA	31.76%	31.37%	32.08%	
15a - Percent of students retained from fall to fall semesters	2017FA to 2018FA	29.23%	30.95%	30.54%	
15a - Percent of students retained from fall to fall semesters	2018FA to 2019FA	26.99%	29.33%	30.06%	
15a - Percent of students retained from fall to fall semesters	2019FA to 2020FA	30.23%	28.82%	30.02%	
Overall Average:		30.75%			
Current Standard:		41.00%			

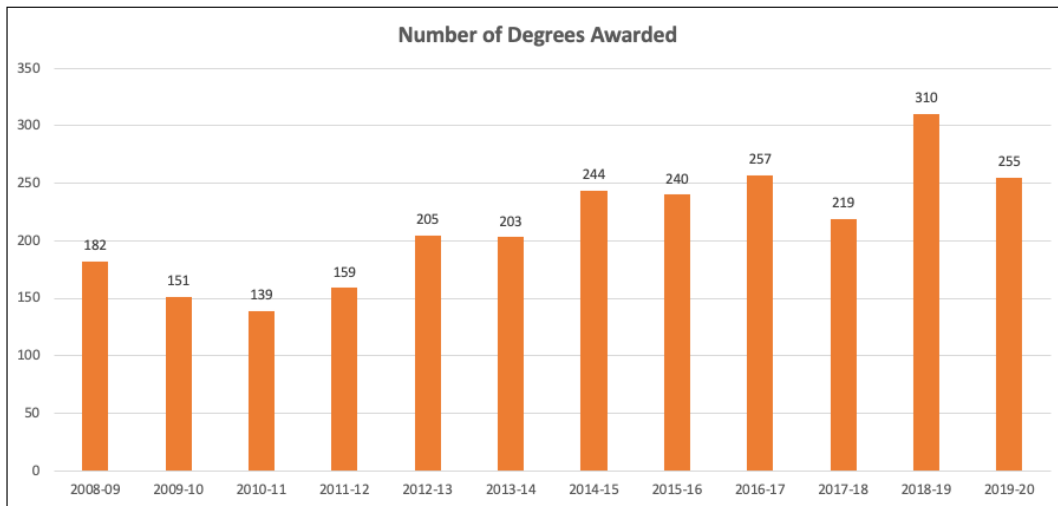


- Current Goal = 41%
- Recommended New Baseline: 28.82 %
- Recommended New Stretch Goal: 30.75%

Institution Set Standards:

ISS #3 - Number of Degrees Awarded

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
14b - Number of students who received a degree in the academic year	2008-09	182		
14b - Number of students who received a degree in the academic year	2009-10	151		
14b - Number of students who received a degree in the academic year	2010-11	139		
14b - Number of students who received a degree in the academic year	2011-12	159	157	
14b - Number of students who received a degree in the academic year	2012-13	205	150	
14b - Number of students who received a degree in the academic year	2013-14	203	168	167
14b - Number of students who received a degree in the academic year	2014-15	244	189	171
14b - Number of students who received a degree in the academic year	2015-16	240	217	190
14b - Number of students who received a degree in the academic year	2016-17	257	229	210
14b - Number of students who received a degree in the academic year	2017-18	219	247	230
14b - Number of students who received a degree in the academic year	2018-19	310	239	233
14b - Number of students who received a degree in the academic year	2019-20	255	262	254
Overall Average:		214		
Current Standard:		144		

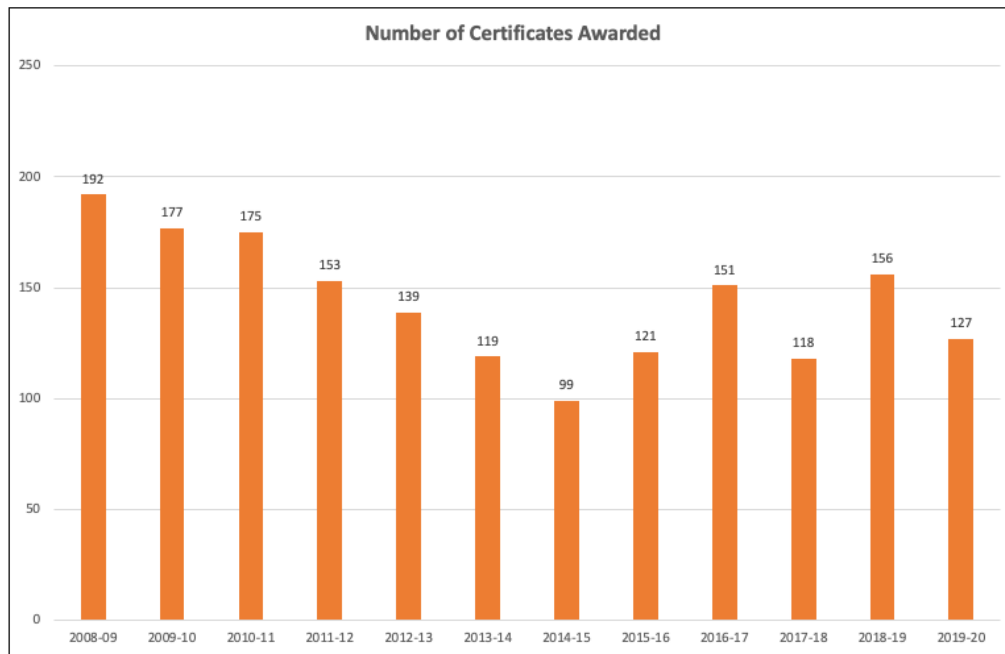


- Current Goal = 144
- Recommended New Baseline: 214
- Recommended New Stretch Goal: 261

Institution Set Standards:

ISS #4 - Number of Certificates Awarded

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2008-09	192			
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2009-10	177			
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2010-11	175			181
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2011-12	153			168
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2012-13	139			156
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2013-14	119	137	153	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2014-15	99	119	137	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2015-16	121	113	126	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2016-17	151	124	126	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2017-18	118	130	122	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2018-19	156	142	129	
13b - Number of students who completed certificate requirements and received a certificate in the academic year	2019-20	127	134	135	
Overall Average:		144			
Current Standard:		163			

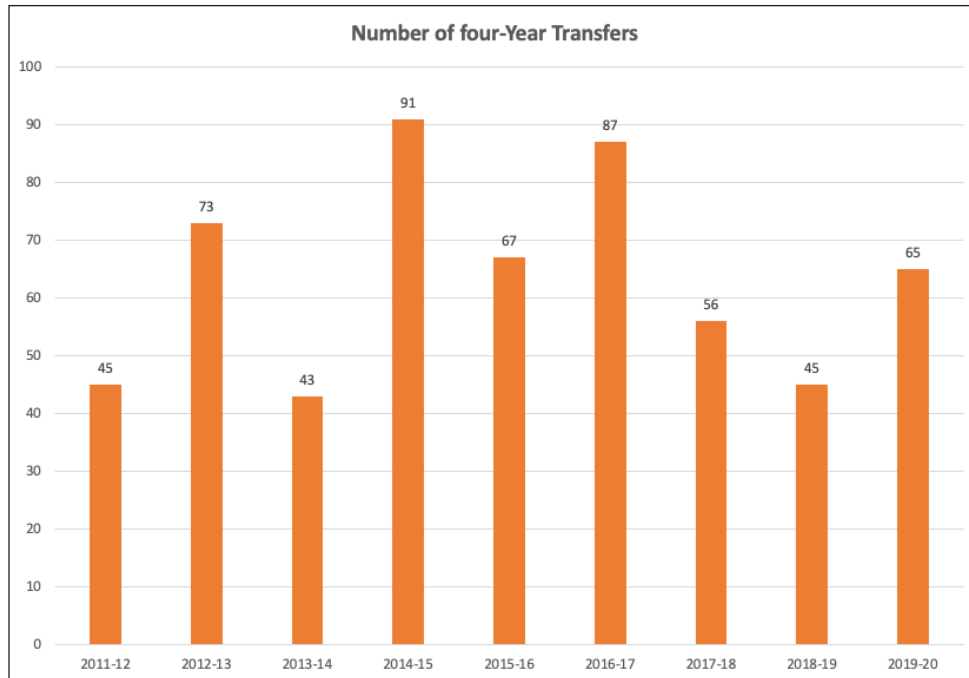


- Current Goal = 163
- Recommended New Baseline: 134
- Recommended New Stretch Goal: 144

Institution Set Standards:

ISS #5 – Number of Transfers to Four-Year

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:	
Number of Students who transfer to a four-year college/university	2011-12	45			
Number of Students who transfer to a four-year college/university	2012-13	73			
Number of Students who transfer to a four-year college/university	2013-14	43			54
Number of Students who transfer to a four-year college/university	2014-15	91			69
Number of Students who transfer to a four-year college/university	2015-16	67			67
Number of Students who transfer to a four-year college/university	2016-17	87	82	72	
Number of Students who transfer to a four-year college/university	2017-18	56	70	69	
Number of Students who transfer to a four-year college/university	2018-19	45	63	69	
Number of Students who transfer to a four-year college/university	2019-20	65	55	64	
Overall Average:		64			
Current Standard:		31			



- Current Goal = 31
- Recommended New Baseline: 55
- Recommended New Stretch Goal: 64

Institution Set Standards: ISS #6 - Licensure Pass Rates

Licensure Examination Pass Rates							
18.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
	Vocational Nursing	National	85 %	85 %	100 %	100 %	86 %

- Current Goal = 85%
- Recommended New Baseline: 85 %
- Recommended New Stretch Goal: 90%

Institution Set Standards: ISS #7 - Job Placement Rates (2017-18 Report)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2017-2018 Fiscal Year Planning
Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
<input type="checkbox"/> 01 AGRICULTURE AND NATURAL RESOURCES	100.00	41.67	70.37	55.56	51.85	53.85
<input checked="" type="checkbox"/> 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	50.00	0.00	100.00	100.00
<input checked="" type="checkbox"/> 0102 ANIMAL SCIENCE	100.00	42.86	76.47	60.00	41.18	37.50
<input checked="" type="checkbox"/> 0103 PLANT SCIENCE	100.00	0.00	66.67	100.00	66.67	50.00
<input checked="" type="checkbox"/> 0112 AGRICULTURE BUSINESS, SALES, AND SERVICE	100.00	50.00	50.00	0.00	50.00	100.00
<input type="checkbox"/> 05 BUSINESS AND MANAGEMENT	100.00	94.44	92.31	69.23	34.78	25.00
<input checked="" type="checkbox"/> 0502 ACCOUNTING	100.00	100.00	100.00	80.00	30.77	10.00
<input checked="" type="checkbox"/> 0505 BUSINESS ADMINISTRATION	100.00	100.00	100.00	60.00	50.00	50.00
<input checked="" type="checkbox"/> 0506 BUSINESS MANAGEMENT	100.00	0.00	66.67	0.00		
<input checked="" type="checkbox"/> 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	100.00	50.00	100.00	0.00	0.00
<input type="checkbox"/> 08 EDUCATION	100.00		100.00		100.00	
<input checked="" type="checkbox"/> 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
<input type="checkbox"/> 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	96.15	48.39	78.21	58.62	0.00	0.00
<input checked="" type="checkbox"/> 0948 AUTOMOTIVE TECHNOLOGY	100.00	50.00	78.57	66.67	0.00	0.00
<input checked="" type="checkbox"/> 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	94.44	33.33	80.56	71.43	0.00	0.00
<input checked="" type="checkbox"/> 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	96.43	56.25	75.00	50.00	0.00	0.00
<input type="checkbox"/> 10 FINE AND APPLIED ARTS	100.00	100.00	66.67	100.00	66.67	50.00
<input checked="" type="checkbox"/> 1030 GRAPHIC ART AND DESIGN	100.00	100.00	66.67	100.00	66.67	50.00
<input type="checkbox"/> 12 HEALTH	69.23	66.67	61.54	66.67	0.00	0.00
<input checked="" type="checkbox"/> 1230 NURSING	83.33	100.00	83.33	66.67	0.00	0.00
<input checked="" type="checkbox"/> 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	0.00	75.00		
<input checked="" type="checkbox"/> 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	0.00	100.00	100.00	50.00		
<input type="checkbox"/> 13 FAMILY AND CONSUMER SCIENCES	80.95	100.00	90.48	80.00	4.76	14.29
<input checked="" type="checkbox"/> 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	80.95	100.00	90.48	80.00	4.76	14.29
<input type="checkbox"/> 21 PUBLIC AND PROTECTIVE SERVICES	94.74	50.00	73.68	68.75	39.68	39.13
<input checked="" type="checkbox"/> 2104 HUMAN SERVICES	92.31	75.00	92.31	0.00		
<input checked="" type="checkbox"/> 2105 ADMINISTRATION OF JUSTICE	94.59	53.85	64.86	69.57	59.46	47.37
<input checked="" type="checkbox"/> 2133 FIRE TECHNOLOGY	96.15	25.00	76.92	75.00	11.54	0.00
<input type="checkbox"/> 49 INTERDISCIPLINARY STUDIES	100.00	0.00	80.00	100.00		
<input checked="" type="checkbox"/> 4932 GENERAL WORK EXPERIENCE	100.00	0.00	80.00	100.00		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 90.29% Performance Goal - (2014- 2015)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 70.66% Performance Goal - (2014- 2015)
 Core 3 - Persistence in Higher Education: 81.53% Performance Goal - (2014- 2015)
 Core 4 - Employment: 55.78% Performance Goal - (2014- 2015)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 20.95% Participation & 25.68% Completion - (2014- 2015)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office,
 UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (2018-19 Report)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
 Indicators for 2018-2019 Fiscal Year Planning
 Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☐ 01 AGRICULTURE AND NATURAL RESOURCES	100.00	84.62	95.45	40.00	50.00	50.00
☐ 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	100.00	100.00	75.00	75.00
☐ 0102 ANIMAL SCIENCE	100.00	87.50	94.12	0.00	47.06	46.15
☐ 0103 PLANT SCIENCE	100.00	0.00	100.00	0.00	0.00	0.00
☐ 05 BUSINESS AND MANAGEMENT	88.89	75.00	83.33	50.00	21.43	25.00
☐ 0502 ACCOUNTING	100.00	66.67	66.67	0.00	33.33	0.00
☐ 0505 BUSINESS ADMINISTRATION	60.00	100.00	100.00	100.00	40.00	40.00
☐ 0506 BUSINESS MANAGEMENT	100.00	50.00	75.00	100.00		
☐ 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	50.00	83.33	0.00	0.00	0.00
☐ 08 EDUCATION	100.00		100.00		100.00	
☐ 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
☐ 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	93.98	78.13	87.65	50.00	3.61	0.00
☐ 0948 AUTOMOTIVE TECHNOLOGY	92.86	80.00	92.86	100.00	0.00	0.00
☐ 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	97.44	20.00	87.18	40.00	7.69	0.00
☐ 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	90.00	90.91	85.71	43.48	0.00	0.00
☐ 10 FINE AND APPLIED ARTS	100.00	100.00	80.00	0.00	60.00	66.67
☐ 1030 GRAPHIC ART AND DESIGN	100.00	100.00	80.00	0.00	60.00	66.67
☐ 12 HEALTH	60.00	85.71	90.00	75.00	0.00	0.00
☐ 1230 NURSING	100.00	100.00	100.00		0.00	0.00
☐ 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	66.67	100.00		
☐ 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	20.00	100.00	100.00	66.67		
☐ 13 FAMILY AND CONSUMER SCIENCES	76.92	75.00	92.31	100.00	0.00	0.00
☐ 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	76.92	75.00	92.31	100.00	0.00	0.00
☐ 21 PUBLIC AND PROTECTIVE SERVICES	92.41	60.98	77.22	75.00	36.92	50.00
☐ 2104 HUMAN SERVICES	92.86	60.00	71.43	71.43		
☐ 2105 ADMINISTRATION OF JUSTICE	91.18	55.56	82.35	86.67	55.88	66.67
☐ 2133 FIRE TECHNOLOGY	93.55	69.23	74.19	64.29	16.13	22.22
☐ 49 INTERDISCIPLINARY STUDIES	100.00	0.00	50.00	100.00		
☐ 4932 GENERAL WORK EXPERIENCE	100.00	0.00	50.00	100.00		

Performance Rate Less Than Goal is Shaded	Total Count is 10 or Greater	Total Count is Less Than 10
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Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2015- 2016)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 67.50% Performance Goal - (2015- 2016)
 Core 3 - Persistence in Higher Education: 78.67% Performance Goal - (2015- 2016)
Core 4 - Employment: 58.92% Performance Goal - (2015- 2016)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 21.23% Participation & 25.43% Completion - (2015- 2016)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office,
 UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (2019-20 Report)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
 Indicators for 2019-2020 Fiscal Year Planning
 Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
☐ 01 AGRICULTURE AND NATURAL RESOURCES	100.00	80.00	88.00	70.00	56.00	62.50
☐ 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	87.50	50.00	62.50	62.50
☐ 0102 ANIMAL SCIENCE	100.00	66.67	93.33	80.00	53.33	57.14
☐ 0103 PLANT SCIENCE	100.00	0.00	50.00	100.00	50.00	100.00
☐ 05 BUSINESS AND MANAGEMENT	96.43	65.00	83.93	69.23	31.82	50.00
☐ 0502 ACCOUNTING	100.00	66.67	83.33	100.00	25.00	50.00
☐ 0505 BUSINESS ADMINISTRATION	71.43	100.00	100.00	33.33	57.14	57.14
☐ 0506 BUSINESS MANAGEMENT	100.00	20.00	85.29	80.00		
☐ 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	50.00	33.33	66.67	0.00	0.00
☐ 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	93.98	61.90	73.17	72.09	6.02	10.34
☐ 0948 AUTOMOTIVE TECHNOLOGY	88.24	33.33	47.06	83.33	11.76	20.00
☐ 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	95.45	58.33	79.55	57.14	4.55	12.50
☐ 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	95.45	83.33	80.95	76.47	4.55	6.25
☐ 10 FINE AND APPLIED ARTS	57.14	100.00	85.71	100.00	42.86	42.86
☐ 1030 GRAPHIC ART AND DESIGN	57.14	100.00	85.71	100.00	42.86	42.86
☐ 12 HEALTH	96.00	100.00	100.00	75.00	0.00	0.00
☐ 1208 MEDICAL ASSISTING	100.00		100.00		0.00	0.00
☐ 1230 NURSING	100.00	100.00	100.00	100.00	0.00	0.00
☐ 1250 EMERGENCY MEDICAL SERVICES	100.00	100.00	100.00	100.00		
☐ 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	0.00	100.00	100.00	0.00		
☐ 13 FAMILY AND CONSUMER SCIENCES	93.33	100.00	100.00	100.00	0.00	0.00
☐ 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	93.33	100.00	100.00	100.00	0.00	0.00
☐ 21 PUBLIC AND PROTECTIVE SERVICES	92.96	57.89	75.71	75.76	45.61	60.00
☐ 2104 HUMAN SERVICES	92.86	83.33	85.71	100.00		
☐ 2105 ADMINISTRATION OF JUSTICE	90.63	61.11	78.13	73.33	59.38	66.67
☐ 2133 FIRE TECHNOLOGY	96.00	42.86	66.67	69.23	28.00	42.86
☐ 49 INTERDISCIPLINARY STUDIES	100.00	0.00	62.50	66.67		
☐ 4932 GENERAL WORK EXPERIENCE	100.00	0.00	62.50	66.67		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2016- 2017)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.60% Performance Goal - (2016- 2017)
 Core 3 - Persistence in Higher Education: 82.38% Performance Goal - (2016- 2017)
 Core 4 - Employment: 61.47% Performance Goal - (2016- 2017)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 21.62% Participation & 27.58% Completion - (2016- 2017)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: ISS #7 - Job Placement Rates (*2020-21 Report) (Not yet reportable to ACCJC)

1 of 1 Find | Next

PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2020-2021 Fiscal Year Planning
Summary by College for: LASSEN - LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
[-] 01 AGRICULTURE AND NATURAL RESOURCES	100.00	53.85	69.23	50.00	65.38	76.92
[-] 0101 AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	100.00	100.00	50.00	100.00	50.00	50.00
[-] 0102 ANIMAL SCIENCE	100.00	45.45	70.83	42.86	66.67	81.82
[-] 05 BUSINESS AND MANAGEMENT	96.23	65.52	86.79	52.63	34.62	38.89
[-] 0501 BUSINESS AND COMMERCE, GENERAL	100.00		100.00		0.00	
[-] 0502 ACCOUNTING	100.00	100.00	90.91	100.00	45.45	75.00
[-] 0505 BUSINESS ADMINISTRATION	69.23	100.00	76.92	71.43	30.77	30.77
[-] 0506 BUSINESS MANAGEMENT	100.00	16.67	87.50	40.00		
[-] 0514 OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	100.00	100.00	100.00	0.00	0.00	0.00
[-] 08 EDUCATION	100.00		100.00		100.00	
[-] 0835 PHYSICAL EDUCATION	100.00		100.00		100.00	
[-] 09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	89.87	64.29	77.92	60.00	3.80	5.26
[-] 0948 AUTOMOTIVE TECHNOLOGY	84.62	28.57	58.33	83.33	15.38	0.00
[-] 0956 MANUFACTURING AND INDUSTRIAL TECHNOLOGY	90.00	50.00	80.00	58.33	2.00	16.67
[-] 0999 OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	93.75	100.00	86.67	50.00	0.00	0.00
[-] 10 FINE AND APPLIED ARTS	100.00	100.00	75.00	100.00	25.00	50.00
[-] 1030 GRAPHIC ART AND DESIGN	100.00	100.00	75.00	100.00	25.00	50.00
[-] 12 HEALTH	97.44	76.19	77.14	100.00	3.13	0.00
[-] 1208 MEDICAL ASSISTING	100.00		100.00		0.00	
[-] 1230 NURSING	100.00	82.35	76.00	100.00	3.45	0.00
[-] 1250 EMERGENCY MEDICAL SERVICES	100.00	0.00	60.00	100.00		
[-] 1260 HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	50.00	100.00	100.00	100.00		
[-] 13 FAMILY AND CONSUMER SCIENCES	78.57	50.00	78.57	75.00	0.00	0.00
[-] 1305 CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	84.62	40.00	76.92	66.67	0.00	0.00
[-] 1306 NUTRITION, FOODS, AND CULINARY ARTS	0.00	100.00	100.00	100.00	0.00	0.00
[-] 21 PUBLIC AND PROTECTIVE SERVICES	96.67	78.95	83.33	78.95	38.00	40.00
[-] 2104 HUMAN SERVICES	100.00	100.00	60.00	40.00		
[-] 2105 ADMINISTRATION OF JUSTICE	92.31	77.78	92.31	100.00	73.08	66.67
[-] 2133 FIRE TECHNOLOGY	100.00	71.43	83.33	88.89	0.00	0.00
[-] 49 INTERDISCIPLINARY STUDIES	100.00	0.00	20.00	100.00		
[-] 4932 GENERAL WORK EXPERIENCE	100.00	0.00	20.00	100.00		

Performance Rate Less Than Goal is Shaded Total Count is 10 or Greater Total Count is Less Than 10

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.34% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 81.77% Performance Goal - (2017- 2018)
 Core 4 - Employment: 66.09% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 22.50% Participation & 28.80% Completion - (2017- 2018)
 Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

- Current Goal = 71%
- Recommended New Baseline: 61.47 %
- Recommended New Stretch Goal: 66.09%

Institution Set Standards: Recommendations

Recommendations from Institutional Effectiveness

Revision of Individual Goals:

- *The following revisions will establish a basic methodology by which our Institution Set Standards can be adjusted in future years*
- ISS #1: Completion Rate
 - This goal is acceptable, but needs minor adjusted to current data
 - Current Goal = 70%
 - Recommended New Baseline: 71.2 % *(Most Current Overall Average)*
 - Recommended New Stretch Goal: 73.48% *(Most Current 3-Year Rolling Average)*
- ISS #2: Fall-to Fall Retention
 - This goal is off significantly. We need to adjust it down to what the data is telling us
 - Current Goal = 41%
 - Recommended New Baseline: 28.82 % *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 30.75% *(Most Current Overall Average)*
- ISS #3: Number of Degrees Awarded
 - This goal is off significantly. We need to adjust it up to what the data is telling us
 - Current Goal = 144
 - Recommended New Baseline: 214 *(Most Current Overall Average)*
 - Recommended New Stretch Goal: 261 *(Most Current 3-Year Rolling Average)*
- ISS #4: Number of Certificates Awarded
 - This goal is off significantly. We need to adjust it down to what the data is telling us
 - Current Goal = 163
 - Recommended New Baseline: 134 *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 144 *(Most Current Overall Average)*
- ISS #5: Number of Transfers to Four-Year
 - This goal is off significantly. We need to adjust it up to what the data is telling us
 - Current Goal = 31
 - Recommended New Baseline: 55 *(Most Current 3-Year Rolling Average)*
 - Recommended New Stretch Goal: 64 *(Most Current Overall Average)*
- ISS #6: Licensure Pass Rate
 - This goal is acceptable, but needs a Stretch Goal to be established
 - Current Goal = 85%
 - Recommended New Baseline: 85 %
 - Recommended New Stretch Goal: 90%
- ISS #7: Job Placement Rate
 - This goal is off somewhat. We need to adjust it up to what the state-mandated rates are
 - Current Goal = 71%
 - Recommended New Baseline: 61.47 % *(Most current reportable year's state goal)*
 - Recommended New Stretch Goal: 66.09% *(Next reportable year's state goal)*
 - Establish that this one % goal applies to all CTE programs
 - This will match the state "Perkins Core IV" standard by which we are already measured

Revision of the ISS Document itself

- Number the Institution Set Standards (1 through 7)
- Eliminate the three separate documents
 - Put all Institution Set Standards into one single document

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



SANTA CLARITA COMMUNITY COLLEGE DISTRICT

INNOVATION AND EFFECTIVENESS GRANT AGREEMENT

LASSEN COMMUNITY COLLEGE DISTRICT

This Innovation and Effectiveness Grant Agreement ("Agreement") is between Santa Clarita Community College District ("SCCCD"), a California community college district and political subdivision of the State of California, and **LASSEN COMMUNITY COLLEGE DISTRICT** ("Applicant District"). SCCCD and Applicant District are also referred to collectively as the "Parties" and individually as "Party."

APPLICANT DISTRICT ACKNOWLEDGMENTS AND RESPONSIBILITIES:

1. **Project Implementation**– Applicant District must submit a completed Innovation and Effectiveness Grant Application ("Application") attached hereto as Exhibit A and made a part hereof. Applicant District will work to complete the Project as defined in Application based on Innovation and Effectiveness Plan.
2. **Grant Funding** - Applicant District shall receive funding in the amount listed on the Application within thirty (30) days of District's receipt of a fully-executed Agreement.
3. **Term** – Applicant District will have a period of twelve (12) months from the date of last signature on this Agreement to expend the funds received through the Institutional Effectiveness Partnership Initiative (IEPI) program ("Term"). Any request for extension will be subject to the written approval of SCCCD. Any unused funds will be required to be returned per SCCCD's directions.
4. **Quarterly Reports** - Applicant District agrees to complete and submit quarterly progress and expenditure reports beginning the end of the first full quarter, documenting the progress and funds expended to date per the Application within twenty (20) days of the end of each quarter. The end dates of each quarter are as follows: March 31, June 30, September 30 and December 31. Applicant District must use the Quarterly Report template attached hereto as Exhibit B. If Applicant District's quarterly expenditures are lower than expected, Applicant District must provide additional information and indicate the timeframe in expending the balance.
5. **Final Report** - Applicant District agrees to complete and submit a report to SCCCD, documenting the impact and results of the College Innovation and Effectiveness Plan and grant funding, and the final accounting within twenty (20) days of the end of the twelve (12) month Term, including proof of expenditure i.e., District check, and invoice. Applicant District must use the template attached hereto as Exhibit B.
6. **Document Retention** – In accordance with State requirements regarding the use of Grant funds, Applicant District agrees to: (a) maintain financial records in accordance with generally accepted accounting practices regarding the use of funding received for this Project including, but not limited to, original documentation; and (b) preserve and make available all records related to this Project for examination by SCCCD, Chancellor's Office, and/or their duly authorized representatives or agents for three (3) years after the completion of the Grant.
7. **Changes to Application/Agreement** – Applicant District understands and agrees that no changes will be made to the approved expenditures after SCCCD has approved the Application without written authorization by SCCCD. Unauthorized changes will not be paid by SCCCD.
8. **Regulatory Compliance** – By signing this Application and Agreement and accepting Grant funding, Applicant District agrees that it will comply with all California Education Codes, Public Contract Codes, other applicable laws and regulations and Applicant District's policies and procedures.
9. **Indemnification** - Applicant District agrees to defend, hold harmless and indemnify SCCCD, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by Applicant District, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by SCCCD. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

SCCCD agrees to defend, hold harmless and indemnify Applicant District, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by SCCC, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by Applicant District. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

10. **Assumption of Risk** - Applicant District hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action occurring to Applicant District arising in any way whatsoever as a result of engaging in the activities described in the Application or any activities incidental thereto wherever or however the same may occur and for whatever period said activities may continue. Applicant District does for itself, its heirs, executors, administrators and assigns hereby release, waive discharge and relinquish any action or causes of action, aforesaid, which may hereafter arise for itself, and agrees that under no circumstances will it or its heirs, executors, administrators and assigns prosecute, present any claim against the SCCC or any of its officers, agents, or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.
11. **Trademark/Logo Use**. Applicant District must obtain written approval from SCCC's Public Information Office ("PIO") to use SCCC's name and/or logos in any advertisements, promotions, press releases or other media. In the event such permission is extended, PIO will furnish Applicant District with camera-ready artwork for such use. SCCC, at its sole discretion, may limit or otherwise place conditions on Applicant District's use of SCCC's name, and/or logos in which case such limitations shall be incorporated into this Agreement. Applicant District shall not revise, change, or otherwise alter any material related to SCCC's name and/or logo without written consent from SCCC.
12. **Creative Commons Attribution License**: Applicant District agrees that any works created under the Institutional Effectiveness and Technical Assistance Grant funded by the California Community Colleges Chancellor's Office carries the Creative Commons Attribution License that gives permission to the public to reproduce, distribute, perform, display, or adapt the licensed materials for any purpose so long as the user gives attribution to the author.
13. **Termination**. Either Party may, at any time, with or without cause, terminate this Agreement by providing at least thirty (30) days written notice to the other Party prior to the requested termination date. In such case, SCCC shall compensate Applicant District only for services satisfactorily rendered to the date of termination. Written notice by SCCC shall be sufficient to stop further performance of services by Applicant District. In such case, notice shall be deemed given when received by the Applicant District or no later than three (3) days after the day of mailing, whichever is sooner.
14. **Assignment**. The obligations of the Applicant District pursuant to this Agreement shall not be assigned by the Applicant District without the express, written approval of the SCCC.
15. **Compliance With Applicable Laws**. The Applicant District's obligations completed herein must meet the approval of the SCCC and shall be subject to the SCCC's general right of inspection to secure the satisfactory completion thereof. Applicant District agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Applicant District, Applicant District's business, equipment and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations ("Rules"). If Applicant District fails to comply with any applicable Rule, Applicant District shall address the issue immediately at no additional cost to SCCC.
16. **Permits/Licenses**. Applicant District and all Applicant District's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
17. **Entire Agreement/Amendment**. This Agreement constitutes the entire agreement and understanding between the Parties, and is a complete and exclusive statement of the terms of the Parties' agreement pursuant to Code of Civil Procedure Section 1856. This Agreement cannot be modified orally, and is to be modified only by a written instrument executed by the Parties.

The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved by SCCC's Board of Trustees, and executed by the Parties after the release of this Agreement. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference.

18. **Exhibits**. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this Agreement by each reference as though fully set forth in each instance in the text hereof.

- 19. Interpretation.** In interpreting this Agreement, it shall be deemed to have been prepared by the Parties jointly, and no ambiguity shall be resolved against SCCCD on the premise that it or its attorneys were responsible for drafting this Agreement or any provision hereof. The captions or heading set forth in this Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any Sections or other provisions of this Agreement. Any reference in this Agreement to a Section, unless specified otherwise, shall be a reference to a Section of this Agreement.
- 20. Non-Discrimination.** Applicant District agrees not to engage in unlawful discrimination in the employment of persons, or in the acceptance, assignment, treatment, evaluation or compensation of students who participate in programs sponsored or arranged by SCCCD, on the basis of 1. race, color, religion, nationality, national origin, ancestry, sex, gender, gender identity, gender expression, ethnicity, age, medical condition, mental or physical disability, marital status, sexual orientation or Vietnam-era veteran status.
- 21. Non-Waiver.** The failure of SCCCD or Applicant District to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 22. Notice.** All notices or demands to be given under this Agreement by either Party to the other Party shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by certified or registered mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement:


District: Santa Clarita Community College District
 Attn: Assistant Superintendent/VP Business Services
 26455 Rockwell Canyon Road
 Santa Clarita, CA 91355
 Phone: (661) 362-3476
 Fax: (661) 362-5480

Applicant District: **LASSEN COMMUNITY COLLEGE DISTRICT**

PO BOX 3000
SUSANVILLE, CA 96130
(530) 251-8820
TALBERTSON@LASSENCOLLEGE.EDU

A Party may change its/his/her designated representative and/or address for the purpose of receiving notices and communications under this Agreement by notifying the other Party of the change in writing and in the manner described in this Section.

- 23. Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 24. Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Los Angeles, California.

APPLICANT APPROVER	DISTRICT	BOARD-AUTHORIZED	SANTA CLARITA COMMUNITY COLLEGE DISTRICT
BY: 			BY: _____
Signature of Authorized Representative			Signature of Authorized Representative
Print Name Trevor D. Albertson			Print Name Diane Fiero
Print Title Interim Superintendent/President			Print Title Acting Deputy Chancellor
Date 2 Mar 21			Date _____

4. Tax Certification: SUBSTITUTE IRS FORM W-9 (Rev. December 2014), Request for Taxpayer Identification Number and Certification

Print or type	Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Lassen Community College		
	Business name/disregarded entity name, if different from above		
	Check appropriate box for federal tax classification; check only one of the following seven boxes:	<input type="checkbox"/> Individual/Sole Proprietor or single-member LLC - Note: For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited Liability Company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) _____ <input checked="" type="checkbox"/> Other ▶ <u>Community College</u>	Exemptions (codes apply only to certain entities, not individuals) Exempt payee code (if any) _____. Exemption from FATCA reporting code (if any) _____.
	Address (number, street, and apt. or suite no.) PO Box 3000		Requester's name and address: Santa Clarita Community College District 26455 Rockwell Canyon Road Santa Clarita, CA 91355
City, state, and ZIP code Susanville, CA 96130			

Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3 of the complete IRS Form W-9 (see link below). For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3 of the complete IRS Form W-9 (see link below). Note. If the account is in more than one name, see the chart on page 4 of the complete IRS Form W-9 (see link below) for guidelines on whose number to enter. Instructions: See complete 0105 Form W-9 Request for Taxpayer Identification Number and Certification at www.irs.gov/formspubs/index.html .	Social Security Number <table border="1" style="width:100%; height:20px; border-collapse: collapse;"> <tr> <td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td> </tr> </table> <p style="text-align:center;">Or</p> Employer Identification Number <table border="1" style="width:100%; height:20px; border-collapse: collapse;"> <tr> <td style="width:12.5%; text-align:center;">1</td><td style="width:12.5%; text-align:center;">6</td><td style="width:12.5%; text-align:center;">1</td><td style="width:12.5%; text-align:center;">6</td><td style="width:12.5%; text-align:center;">4</td><td style="width:12.5%; text-align:center;">4</td><td style="width:12.5%; text-align:center;">5</td><td style="width:12.5%; text-align:center;">9</td><td style="width:12.5%; text-align:center;">0</td> </tr> </table>											1	6	1	6	4	4	5	9	0
1	6	1	6	4	4	5	9	0												

Certification
 Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined in the complete IRS Form W-9); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out the Business name/disregarded entity name above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, the Business name/disregarded entity name does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions, page 3 of the complete IRS Form W-9.

Sign Here	Signature of U.S. person ▶ <i>Randy Jordan</i>	Date ▶ <i>11 APR 2, 2021</i>
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EXHIBIT A

SANTA CLARITA COMMUNITY COLLEGE DISTRICT ("SCCCD")

Application

Innovation and Effectiveness Grant Request

PROJECT #	THIS BOX TO BE COMPLETED BY SCCCD
------------------	--

DISTRICT INFORMATION ("Applicant District")

District Name	Lassen Community College District
College Name	Lassen Community College
Street Address	478-200 Hwy 139
City State, Zip	Susanville, CA 96130

APPLICANT DISTRICT/COLLEGE CONTACT INFORMATION

Primary (District) Contact Name	Randy Joslin		
Title	Vice President of Administrative Services (Interim)		
Email Address	rjoslin@lassencollege.edu		
Telephone	(530) 251-8836	FAX #	(530) 251-8838
Secondary (College) Contact Name	Trevor D. Albertson		
Title	Interim Superintendent/President		
Email Address	talbertson@lassencollege.edu		
Telephone	(530) 251-8820	FAX #	(530) 251-8838

DESCRIBE THE GRANT REQUEST AS STATED IN YOUR INNOVATION AND EFFECTIVENESS PLAN:

Requested funds will support improvements in Educational Master planning, Strategic Enrollment Management, and Professional Development related to improving institutional effectiveness.

TERM (NOT TO EXCEED TWELVE (12) MONTHS):

12 Months

AMOUNT REQUESTED:

\$200000 (not to exceed \$200,000)

Please attach:

- Attachment A - Application Budget Summary
- Attachment B - College Innovation and Effectiveness Plan

Attachment A Application Budget Summary

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure
Example:			
5000	Other Operating	\$10,000	Consultant for Enrollment Management
5000	Other Operating	\$50,000	Consultant for planning processes
5000	Other Operating	\$25,000	Consultant for data collection & analysis
5000	Other Operating	\$10,000	Grant Writer/Consultant
5000	Other Operating	\$50,000	Consultant for Enrollment Management software development and implementation
5000	Other Operating	\$65,000	Professional development
	TOTAL:	\$200,000	

* Employee benefits are only allowable for newly hired employees under the Grant

NOTE: Fringe benefits and indirect costs are not allowable expenditures under the Grant.

Attachment B
Innovation and Effectiveness Plan

[ATTACH COMPLETED IEPI PLAN]



California Community Colleges Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021

Name of Institution: Lassen Community College


Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/Educational Master Plan (EMP)	<p>A.1. Review and refine the college planning process</p> <p>A.2. Review and refine Educational Master Plan (EMP)</p> <p>A.3. Review and update the purpose (and necessity) of each college master plan</p> <p>A.4. Implement a new, separate Budget Committee</p> <p>A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)</p>	<p>A.1. CEO and CIO</p> <p>A.2. CIO</p> <p>A.3. CEO and CIO</p> <p>A.4. CBO and ASP</p> <p>A.5. CBO</p>	<p>A.1.a. Mar 2021</p> <p>A.1.b. Oct 2021</p> <p>A.1.c. Nov 2021</p> <p>A.2.a. Mar 2021</p> <p>A.2.b. Jun 2021</p> <p>A.3.a-d Nov 2021</p> <p>A.4.a. May 2021</p> <p>A.4.b. Sep 2021</p> <p>A.4.c. Sep 2021</p> <p>A.4.d. Jun 2021</p> <p>A.4.e. Jun 2021</p> <p>A.5.a. Sep 2021</p>	<p>A.1.a. Hire consultant to assist in review of planning processes</p> <p>A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT</p> <p>A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current.</p> <p>A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise)</p> <p>A.2.b. Develop new EMP format that also aligns to CCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals).</p> <p>A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting.</p> <p>A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.</p>	<p>A.1.a. Consultant identified and selected for planning process</p> <p>A.1.b. Planning process developed</p> <p>A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.</p> <p>A.2.a. Consultant identified and selected for EMP format development</p> <p>A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.</p> <p>A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.</p> <p>A.4.a. Budget Committee change and structure developed.</p> <p>A.4.b. Determination made and any change is approved via shared governance.</p> <p>A.4.c. Link and clear distinction is determined and approved via shared governance.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. (<i>This would eliminate the IE Master Plan.</i>)</p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMIP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "Promote Institutional Stability," "Advance Institutional Effectiveness," or something similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Strategic Enrollment Management (SEM)	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021</p> <p>B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021</p> <p>B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021</p> <p>B.5.b. Oct 2021</p> <p>B.5.c. Aug 2021</p> <p>B.5.d. Nov 2021</p> <p>B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan.</p> <p>B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM.</p> <p>B.3.b. Create useful reports or dashboards presenting those data. (Also: Reference Fred Trapp report requests)</p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations.</p> <p>B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting student input.</p> <p>B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better.</p> <p>B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCC Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented.</p> <p>B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified.</p> <p>B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified.</p> <p>B.5.b. Communication strategies identified and implemented.</p> <p>B.5.c. Other underserved populations identified.</p> <p>B.5.d. Developed strategies for improved student services.</p> <p>B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a. June 2021 C.1.b. Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery identified. C.1.c. Trainings conducted and attended.	

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RFG-Group, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a.B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty/classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEP/ Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature: 	Date: 25 Feb 21


Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature: 	Date: 2/22/21

EXHIBIT B

IEPI Innovation and Effectiveness Grant Progress Report

District Name	Lassen Community College District
College Name	Lassen Community College

Object of Expenditure	Budget	1 st Quarter Expenditure	1 st Quarter Balance	2 nd Quarter Expenditure	2 nd Quarter Balance	3 rd Quarter Expenditure	3 rd Quarter Balance	Final Expenditure	Final Unspent Balance
1000 Instructional Salary									
2000 Noninstructional Salary									
3000 Employee Benefits									
4000 Supplies and Materials									
5000 Other Operating	\$200,000								
6000 Capital Outlay									
7000 Other Outgo									
Total									

Summary of implementation of activities and expenditures: _____

If expenditures are lower than expected, or might appear to be lower than expected given the reporting period, please include a short description of the expected expenditures through the remaining period of the grant, and indicate whether you expect there to be an unexpended balance at the end of the one-year period of your grant:

*Employee or fringe benefits are not allowable expenditures of monies awarded under this grant.

Lassen College Partnership Resource Team (PRT) Process Summary Report Institutional Effectiveness Partnership Initiative

PRT Members: Dan Walden (Lead), Cassie Donnelly, Elaine Kuo, Tom Martin, Ginni May, Brian Sanders, Rebecca Warren-Marlatt

Areas of Focus

- A. Integrated Planning/Educational Master Plan (EMP)
- B. Strategic Enrollment Management (SEM)
- C. Professional Development

Summary by Area of Focus

A. Integrated Planning/Educational Master Plan (EMP)

Lassen College had five objectives in their Innovation and Effectiveness Plan:

1. Review and refine the college planning process.
2. Review and refine the Educational Master Plan (EMP).
3. Review and update the purpose (and necessity) of each college master plan.
4. Implement a new, separate Budget Committee.
5. Review and refine the glossary of the terms in the Planning Budget Development Handbook.

Progress

The college has hired a consultant to assist in: (1) a review of the institutional planning processes and (2) the development of a new integrated planning process and multi-year EMP format. With the consultant, a workgroup was formed to address the planning process and EMP goals.

The workgroup will continue to evaluate the needs of existing college planning processes and documentation (i.e., individual college master plans, program review, student learning outcomes, curriculum review) in order to be more intentional in their budgeting, resource allocation and decision-making.

Suggestions for Sustaining Progress

- Identify a Lassen champion who will be accountable for monitoring and communicating progress on the Objectives under this Area of Focus, encouraging sustained action, and initiating corrective steps in case of delays or diversions. This champion should meet regularly with the President to report on progress and seek support when needed.
- Ensure that the EMP integrates with other plans and is a usable document that is helpful in achieving both short-term and long-term institutional goals.
- Continue to seek common understanding of planning vocabulary, particularly the distinction between annual and long-term planning and how “master” is attached as an adjective to either or both of these distinct types of planning.
- Reevaluate the completion timeline to ensure that the college community is involved in the redesign of the planning process and EMP. Consider asking for a one-year extension on the PRT Seed Grant to alleviate time pressure.

B. Strategic Enrollment Management (SEM)

Lassen College had six objectives in their Innovation and Effectiveness Plan:

1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants.
2. Review and formalize SEM Plan components.
3. Establish data required for SEM and implement visualizations.
4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students.
5. Identify ways to improve service to target student populations.
6. Identify other potential SEM resources.

Progress

Due to a prison closure in the area where Lassen held classes, the college's enrollment has shifted significantly within the past few months (anticipated 14% reduction in FTEs). Recovering lost enrollment has required the college to reevaluate their target audiences' needs and corresponding enrollment management strategies used.

The college will be moving into the discovery and research phase of the SEM plan development in a few months.

Suggestions for Sustaining Progress

- Access the SEM resources available in the Vision Resource Center to inform SEM plan development.
- Develop reports and dashboards that can inform target audiences referenced in the SEM plan development.
- Determine what marketing and communication strategies (through outreach, marketing, retention, etc.) are currently in place, and how effective they are, before moving forward on SEM plan creation.
- Identify small- and large-scale ways to generate and retain enrollment by reaching out to both prospective and current students who are underserved or disproportionately impacted (see [RP Group's Six Success Factors research](#)).
- Determine and publicize the college's main student personas and map the student journeys into and through the college. Consider documenting the various student personas and journeys through conversations/focus groups/video testimonials.

C. Professional Development

Lassen College had one objective in their Innovation and Effectiveness Plan:

1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.

Progress

Suggestions for Sustaining Progress

- Determine accountability mechanisms that can be put into place to ensure professional development deliverables are clearly outlined and outcomes are shared with the college community (e.g., Teaching Test Kitchen Labs or communities of practice, mini contract/job description for stipend, etc.). Document and map these activities to larger campus planning efforts such as the EMP, SEM, and institutional effectiveness.
- While there are times where the expertise of consultants is needed, consider opportunities to tap into the expertise of the college community to help others learn and grow.

- Consider professional development opportunities that are revisited and sustained across defined time periods, so there is repeated community engagement on identified themes/tasks/projects.
- Evaluate professional development opportunities to ensure engagement promote outcomes related to SEM, student success and Institutional effectiveness, and make improvements as the findings warrant.
- Strategically formulate teams that are diverse and representative of college constituencies to participate in PD activities that will develop their knowledge, expertise, and leadership capacity regarding major college initiatives.

Conclusion

The college is committed to achieving the goals of this Plan, as evidenced by the IEPI retreat they organized to gain shared understanding of where they are and where they want to go (future steps), the standing committee and the high level of commitment from college leaders. Lassen College should be congratulated on what they are accomplishing to improve the college's long-term success despite all the immediate challenges they have experienced.

Academic Senate Meeting March 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Randy Joslin, James Kleckner, Chad Lewis, Alison Somerville

1.02 Approval of Agenda
(Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting
(Rupley/Runyan MSCU)

2. Public Comment
None

3. Action

3.01 Agriculture IPR

Still awaiting a current curriculum form not up to date. Motion to table pending completion.
(Downing/Rupley MSCU)

3.02 Digital Graphics Design IPR

Second review of IPR for approval. Motion to approve
(Downing/Baker MSCU)

3.03 Human Services IPR

Second review of IPR for approval. Motion to approve.
(Wisner/Rupley MSCU)

3.04 Humanities IPR

Second review of IPR for approval. It is ready for approval except the strategic goals are not linked to the requests portion of the report. Motion to table until completion
(Runyan/Baker MSCU)

3.05 Institutional Set Standards

Dr. Joslin presented item 3.05. The old standards have not been reviewed or updated since 2013. For ease of communication and discussion of the standards, Dr. Joslin compiled all three separate ISS documents into one document and numbered each standard as #1 through #7. He examined longitudinal data for ISS #'s 1 through 5, and used the data to set new Baseline and Stretch goals for each, based on overall average of the years examined, and the most recent three-year average. He then used available data for determining baseline and stretch goals for ISS #6 (Licensure Pass Rates), and used longitudinal data from the Perkins website to determine baseline and stretch goals for ISS #7 (Job Placement Rates). Presentation of this data was done in a way so that the data and the resulting goals was explained as well as possible, and that a robust dialogue occurred over the entire issue. This

discussion concluded with the Senate voting to approve the revised institution Set Standards presented.

(Runyan/Rupley MSCU)

3.06 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in “draft” form. The handbook has been updated with our current standards and spells out the SLO assessment and review process.

Motion to approve

(Baker/Lin MSCU)

3.07 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Item brought back for approval with a 1 year policy. Motion to approve.

(Downing/Runyan MSCU)

3.08 Senate Academic Scholarship

There is approximately \$500.00 in the scholarship fund for distribution. It was discussed to have 2 - \$100.00 scholarships with the standards eligibility requirements to apply. The faculty donation election form will also be sent out asking faculty to contribute to the fund. Motion to approve

(Downing/Baker MSCU)

3.09 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. Senators reviewed eligible faculty list for elections. Call for nominations form will be sent out to all faculty by VP Baker with nomination/election deadlines included. Motion to approve

(Rupley/Downing MSCU)

3.10 Faculty Committee Assignment

Senate reviewed a request from Chad Lewis, Curriculum Committee Chair, to remove Thomas Robb from the Distance Education Committee and add Chrystal Tobala. Motion to approve

(Downing/Baker MSCU)

4. Discussion

4.01 PSLO/ISLO Pilot Project

The accreditation workgroup is proposing a pilot assessment project through surveys. The purpose of this assessment would be working on learning and improving the processes of PSLO and ISLO. A sample survey was included for review. Senators are requested to review and the item will come back at a later date.

4.02 Camera On Policy Recommendation

President Runyan is continuing the research on this topic. He has found a policy from San Mateo College which was attached. It was requested we review and provide comment for the item to return at a later date.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho reiterated the importance of the curriculum review process. She will be changing the IPR orientation around making this a priority.

6.02 Senators

None

6.03 LCFA

Rupley encouraged all to vote on the current TA proposed to the union.

6.04 Guided Pathways

None

7. Closed Session - Entered at 4:32 pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 applicant – DSPPS Coordinator and Learning Disability Specialist.

Closed Session –Ended at 4:42pm

Report Action in Closed Session:

Applicant meets equivalency for DSPPS Coordinator and Learning Disability Specialist.

8. Meeting Closing

8.01 Adjournment – 4:43 pm

(Baker/Rupley MSCU)

Respectfully Submitted,

T. Downing

Information: 6.09 CCFS-320 Attendance Report

The CCFS-320 P-2 report is the Attendance Accounting Report. The P-2 is the second period of reporting the District's expected FTES for the year. Districts use this report to report their enrollment in terms of WSCH (Weekly Student Contact Hours) and FTES (Full Time Equivalent Students). The tracking and reporting of student attendance information is very complex. The 320 information is extremely critical to a district and to the entire system. Attendance accounting data drives the funding to the college districts and provides the information used for compliance and student scorecard purposes. Presented is the CCFS-320 P-2 report submitted to the Chancellor's Office for Fiscal Year 2020-2021. Total FTES reported is 1,286.11. Dr. Trevor Albertson reported that basically we have to certify attendance at the institution. It is simply reporting where we are at. This is an information item and no action is required.

Information: 6.10 Revised Institution Set Standards

Dr. Trevor Albertson reported that with regard to set standards, this is the definition of the programs and a rote document for determining if we are doing our job. If you ever get a free weekend, there is some really good information on what we do here, and you will learn some very good specifics of our programs and what our faculty do. This is provided as an information item and no action is required.

Information: 6.11 COVID Update

Dr. Trevor Albertson advised that we are moving forward to a June 1 return date for everyone on campus. We are determining exactly what we need to do before that happens. In the next week or few days, we will release how we are going to do this and what it will look like when it happens. Our attorneys have determined the legal requirements. Dr. Albertson reported there are some negotiations with LCFA regarding conditions. Dr. Albertson stated that listening to our colleagues is important but he assured that the return will be safe. Dr. Albertson stated that masks are not going away time soon. Once the CDC has determined that in doors you do not need to have a mask, we will still be using them. The CDC has determined outdoors is okay and you don't have to wear one if you are not around people. Trustee Trussell inquired if they will be wearing masks for graduation? Dr. Albertson advised that the students will take off their masks when crossing the stage for a photo, for the student and whoever is shaking their hand. Dr. Albertson stated we need to make this a real graduation. Is there risk in that? Yes, there is. Trustee Hamilton stated that the dorms are a concern for him in advance before students get on campus. Will we be requiring them to get a shot? They would need to have a time line for before they enter the dorms. Dr. Albertson advised that they will require the Covid vaccine and test to be free of Covid for living in the dorms. Dr. Albertson advised that the reason he feels there is this need as they are living in close quarters. And maybe the athletes, too, but he has not decided yet. It is going to require enough time for the vaccine to take effect, then they can move in. Dr. Albertson stated they are looking at regular tests of dorm residents to determine safety. We do not want to be a source of an outbreak in this county and going forward that will be required. Dr. Albertson advised that we do not even require meningitis and that needs to be required. This has to be taken care of appropriately. Trustee Hamilton asked about foreign students coming to campus and that we want to make sure they are safe coming to campus. Dr. Albertson stated that Brady is out right now, but they have talked and are moving forward. For the rest of campus in general, it is up to each district. Most districts have not required it at this point. Dr. Albertson stated that leaving folks some freedom of choice is important.

Information: 6.12 District Budget Update

Dr. Trevor Albertson advised that as of today, and you can see it in our financial report on Page 5, if you look down at the bottom right Reserve for Contingencies is 22.73% as of 4/30/21 but it does not include the TRAN which adds an additional \$1.72 million from the TRAN payment. 22.73% is phenomenal. This is the safest place to be and it should never go below 8%. Dr. Albertson reported there is a huge windfall coming from the state. His discussions from the Dahles is that the State is shoving a whole lot of money into K-14 which includes community colleges due to falling attendance rates and birth rates. The State has to show they are doing something. As a result, he is expecting that the college will receive several million more dollars which we should add to the reserve. The Board has a lot of debate on what to do with it. Dr. Albertson stated he is giving the recommendation that the Reserve needs to be replenished.

Information: 6.13 Accreditation Update

Dr. Albertson reported that with regard to Accreditation, he plans to ask that our Accreditation Tri Chairs join us at the June meeting. Dr. Albertson stated he spoke with Stephanie Droker of ACCJC today, and he thinks we are headed in the right direction. Based upon our numbers, the work that has been done, we are following our own processes, updating board policy, does he think we will come off of sanctions? Yes, he does. Dr. Albertson advised they may extend our review time, but does not believe we will receive further sanctions. David Corley advised that the Accreditation work group is close to having a draft for the board to review.

Consultation Council

04/12/2021

Public Content

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members)

Sue Kelley, Sandra Jonas, Roxanna Haynes, Michael Blaschak, Dana Armeson, Codi Mortell, Pat Shannon, Kim Clain, Thomas Robb, Melissa Hill, Jennifer Tupper, Tiffany Montgomery, Carol Growdon, Tom Downing, 530-251-8875

Meeting Opening

1.01 Call to Order and Roll Call 3:00pm

1.02 Approval of Agenda –Approved by consensus

1.03 Approval of Minutes 03/22/2021 - Approved by consensus

2. Governance

2.01 Student Services Master Plan-Brady Reed –Karissa worked on this a lot of the essential key components were still very relevant. We updated our resource priority list and the committee members. There are some updates that need to still be done, so we will work on it and bring it back to Consultation Council in two weeks. We will work with Carie Camacho because we are streamlining the process to make it more efficient and making it one Master Plan that we will all work on together. Update Student Services Master to plan reflect workout room in dorm prioritization from counseling to rec hall. Is the item TES college source on the list of items not prioritized because it is a mandated cost? Brady will look into it.-**Tabled until next meeting**

2.02 Institutional Set Standards-Randy Joslin- Randy had a presentation to watch. ISS are mandated by the Higher Education Act. We are required to review the standards to monitor and

challenge institutional performance. We made new recommendations for Baseline and Stretch goals. There are three separate documents for our current ISS right now, so Randy put them all into one document. He also numbered the standards. He looked at other colleges to see how they set their standards. None of them show any methodology of how they set their standards. He used data to recommend new standards for realistic goal setting. A discussion took place on how low we should set our standards. We want to set realistic goals. We also want to push ourselves to do better. We need to see what we did in past years to hit those high numbers on the years where we did so well. This updated ISS will spark a lot of open conversations and goal setting with using past data and methodology. It will be evaluated every February. -Approved by consensus

3. Consultation

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed –The grant we received to involve more students is being supervised by Jennifer Tupper and we have 8 students hired already which was our goal. Alison just received an email from Pacific Sky to give us the sample of additional icons for our Career Pathways. We will meet this Thursday to review. Everyone is welcome to join us. Tara will send out an invitation to the Zoom.

5. Accreditation

5.01 Accreditation Update

Senate: (Adam)

Compliance Requirement 1: In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities (TR-17, 18, 20, 30, 35). *The SLO handbook was updated. Senate approved it at the last meeting. Adam will send it to Consultation Council to have us look at it. It does not need to be approved by Consultation Council.*

(Along with IE) Compliance Requirement 2: In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level (TR-18, 19, 20)

Institutional Effectiveness: (David/Randy)

Compliance Requirement 1: In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate

priorities (TR-17, 18, 20, 30, 35)- *Long term we are wanting to look at additional software that SLO would be kept in. Short term we are looking at using CLICK.*

(Along with Senate) Compliance Requirement 2: In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level (TR-18, 19, 20)- *Randy and David went to training with Ellucian Analytics in regards to student achievement and institutional performance. It is going to be a really great program.*

Compliance Requirement 3: In order to meet the standard, the team recommends the College establish a process for setting institution-set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement (TR-19, 20, 23)

Academic Planning/Enrollment Management (Carie)

Compliance Requirement 5: In order to meet the standard, the team recommends the College complete its policy process for the program viability policy (TR-26, 45) – *Senate will be reviewing the report this week. This is a very big deal and it would be great that anyone who can review it, to please do so. They are open to suggestions, questions and comment.*

Recommendation 11: In order to improve effectiveness, the team recommends the College continue to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe (TR-14, 27; ISER-74)

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – They issued promissory notes for the TRAN. We got 1.75 million in notes. The interest rate is so low. They are good until December 2021. We had the highest rating. We do have enough cash to make it through June as of right now. The chancellor's office has been really quiet, so we have not heard much with regards with where they are going to go. Will the TRAN money be used for PPE? Like property improvements? The campus is hard to maintain and we do not get enough money from the chancellor's office to maintain it. There is some advocacy work that needs to be address in that area when we have time to put energy that way. This money is not for PPE, it is an insurance money to make sure we can pay the necessities. If you have not done your master plan, please do that as soon as possible. We need those done. We built in a much larger deficit factor than the chancellor's office suggest.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson –

- A huge thank you to the Accreditation Committee.
- As an institution we have really come 180 and it is starting to show. You all have made this a really well functioning college. Your efforts are working because we are following processes now as a whole. A lot of you were already doing this before.

- Tomorrow's Board meeting, Trevor will recognize the faculty that received Tenure.
- Enrollments are looking better than we anticipated.
- The dorm will re-open in the Fall. We are working out the details of that right now.
- COVID- we have a shot clinic on campus on Wednesday, April 14. Supervisors will work with their employees about who is going to work on campus and who is not. If you have had your first shot, you will be able to get your second shot. IF you have not received your first shot, you MIGHT be able to get your first shot. They are in need of volunteers. If you need to be on campus, be here by 7:30am. Food will be provided on Wednesday in the cafe so you do not have to leave campus. If you will be arriving for your vaccination, please arrive early. On the CARES website it gives your time when you should come based on your last name.
- Returning to campus- There was a discussion on campus two weeks ago. There were concerns addressed and this will be a continued discussion. We will have more discussions as more information and decisions come available.
- THANK YOU! This has been the hardest year in this college's history. Without each and every one of you, we would not have made it.

7. Meeting Closing-

7.01 Future Meetings

7.02 Adjourn at 4:37pm

Lassen Community College

**Institutional Planning
and
Budget Development Process Handbook**



2020-2021

Adopted by the Lassen Community College Academic Senate – 11/25/20
Presented to Consultation Council – 12/7/20

Table of Contents

PLANNING AND BUDGET DEVELOPMENT PROCESS.....	3
EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS.....	4
LASSEN COLLEGE DISTRICT STRATEGIC PLAN.....	5
PLANNING/BUDGET DEVELOPMENT CALENDAR.....	9
Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT	12
Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA	15
Appendix D: Glossary of Terms	16
Appendix E: LCC Evaluation Survey – Planning Committees	20
Appendix F: LCC Evaluation Survey – Constituent Groups.....	22
Appendix G: : LCC Evaluation Survey – Individuals.....	23

PLANNING AND BUDGET DEVELOPMENT PROCESS

Title 5 of the California Code of Regulations requires that the “[Community College] District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the districts educational planning” (Appendix A: Title 5 Section 58311). Lassen Community College’s planning and budget development process operates within this context.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning document and budget will reflect the college mission statement and strategic goals as established by the Governing Board and presented in Section II – Institutional Section (Appendix B: Mission Statement and Strategic Goals).

The institutional planning and budget development process begins with the instructional program review (IPR) and non-instructional program review (NIPR). The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section I – Institutional Effectiveness, Section II - Educational Master Plan, Section III – Student Services Plan, Section IV - Institutional Technology Plan, Section V - Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan).

The schedule of program reviews is provided in the Instructional and Non-instructional Program Review Handbooks. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years. There are also yearly updates for academic and career technical education that follow the same process when needed for changes in curriculum or budgeting. Area administrators will remind program managers when their program review is due. Academic Senate reminds faculty yearly of due dates for instructional program reviews.

The President’s Office will monitor the program review process. The Governing Board will accept each IPR and NIPR. Upon Board acceptance, the Program Review’s Prioritized Recommendations will be entered by the Director of Institutional Effectiveness and Research in a spreadsheet or database. The spreadsheet with all recommendations from the prior year will be provided to the Academic Planning, Institutional Effectiveness Planning, Facilities Planning, Student Services, Human Resource and Institutional Technology Planning Committees.

- The Office of the President is responsible for housing all the current institutional planning documents and for assuring completion of program reviews as scheduled.
- Copies of institutional planning documents and program reviews are placed on the college website.

Regarding the development of the budget, the Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the Budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.

Budget principles, as presented in Appendix C, are stated in each District Budget document. The following guidelines additionally apply to the development of the Budget:

- a. One-time revenues will be allocated to one-time expenditures; on-going expenditures shall be covered from on-going revenues.
- b. Year-end balances are not budgeted for ongoing expenses.
- c. Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- d. Contractual obligations and fixed costs are budgeted first.
- e. New positions must be fully funded: salaries, benefits, and support expenses.

EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS

The Planning and Budget Development Process is evaluated annually in conjunction with the Governance Process in late April through May. Adoption of the evaluation timeline and any changes to the evaluation instruments is the responsibility of Consultation Council. The evaluation process consists of distribution of evaluation instruments to each of three components:

1. Planning Committee Self-Evaluation Surveys
 - Academic Planning
 - Consultation Council/Strategic Planning
 - Human Resource Planning
 - Institutional Effectiveness Planning
 - Institutional Technology Planning
 - Student Services Planning
 - Facilities Planning
2. Constituent Group Evaluation Surveys
 - Management/Confidential
 - Associated Student Body
 - Classified
 - Administration
 - Academic Senate
3. Individual Surveys (surveymonkey).

The survey results are compiled and presented to Consultation Council by the Director of Institutional Effectiveness and Research for discussion and acceptance of recommendations for inclusion in the next year's handbook. A subcommittee of the Academic Senate including appointees from Consultation Council meets in late May or early June to revise and update the *Institutional Planning and Budget Development Handbook* based upon the accepted recommendations. The Academic Senate acts on the subcommittee recommendations by July and forwards the approved handbook to Consultation Council/Strategic Planning Committee as an information item.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December ____, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

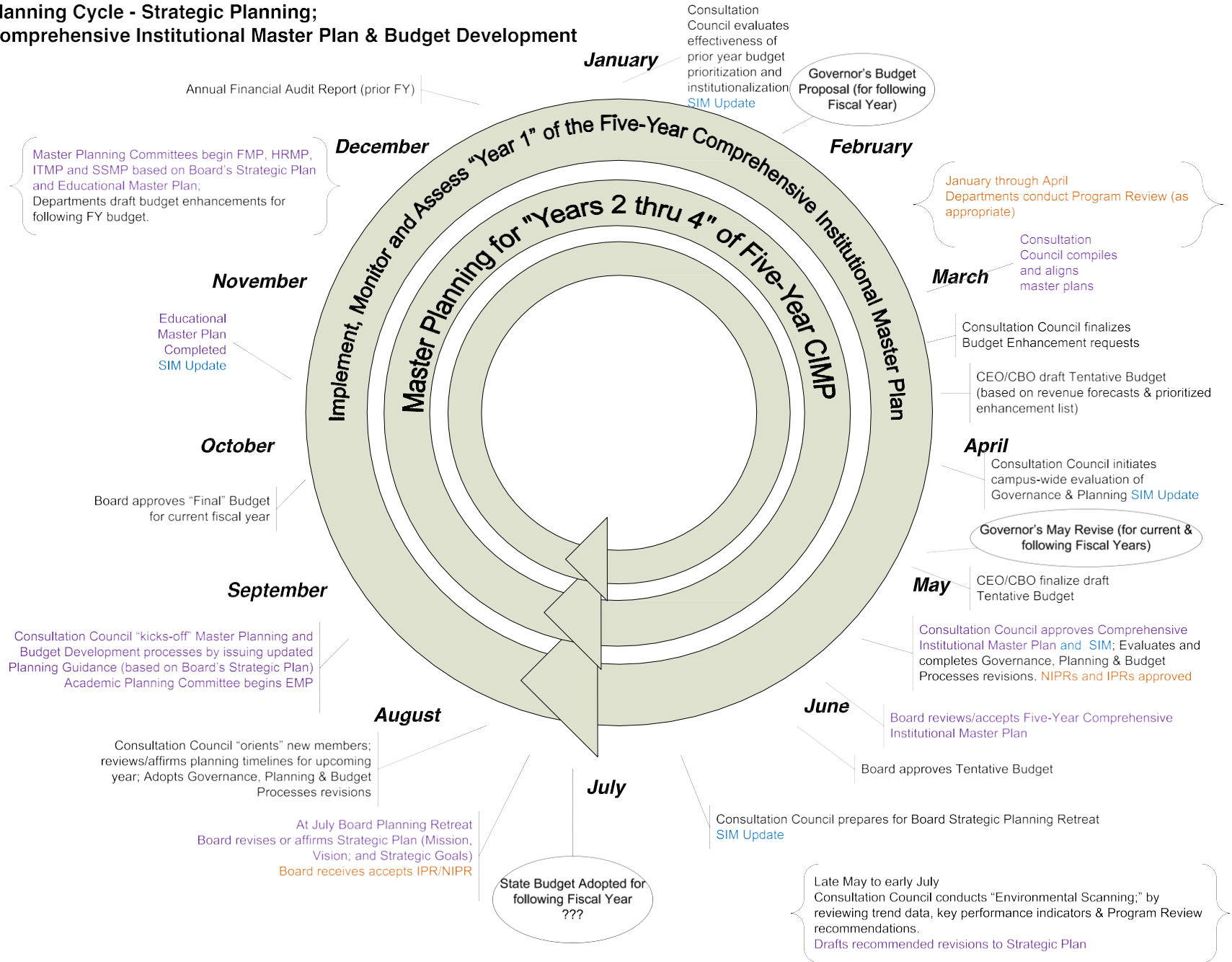
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

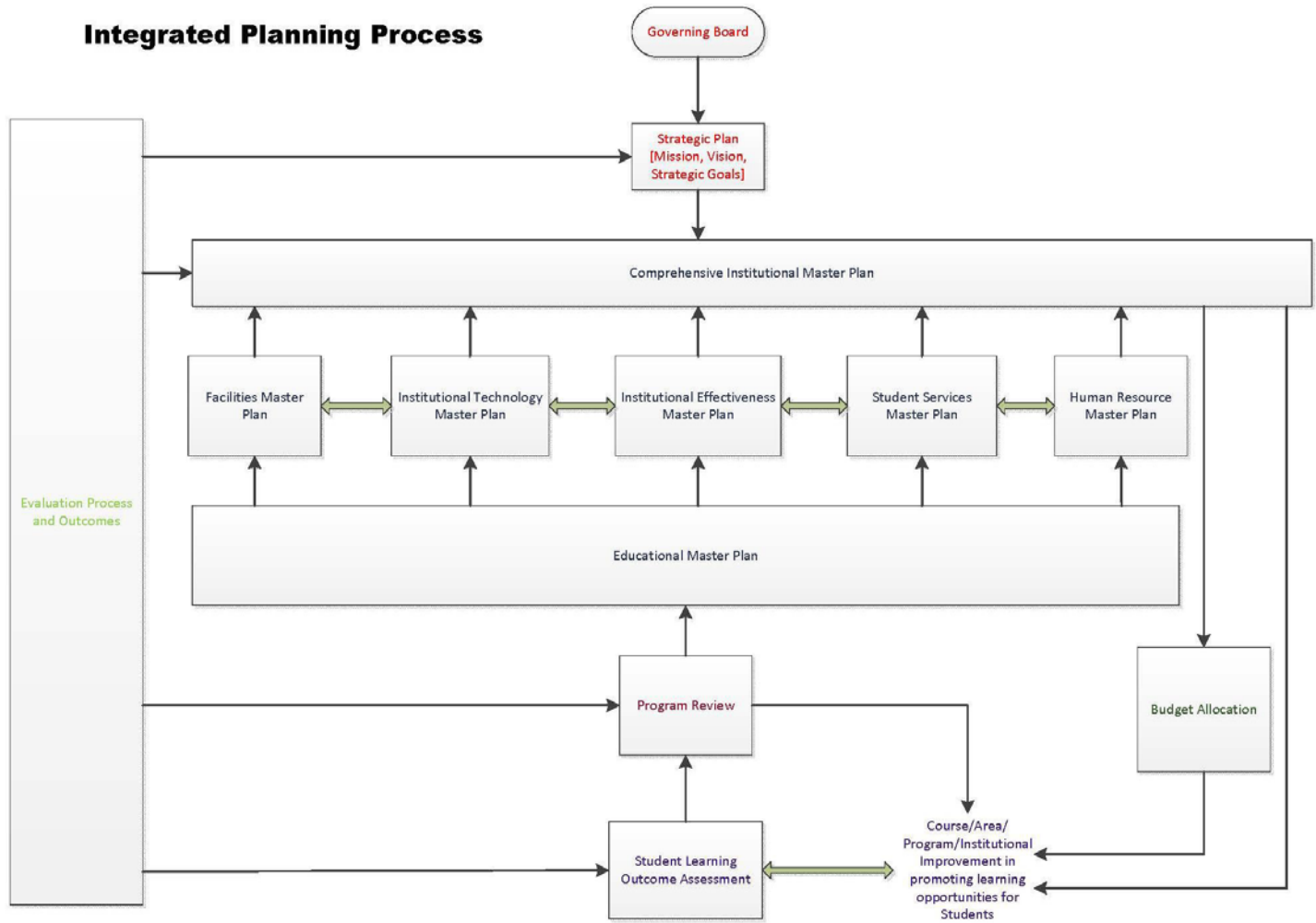
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



**Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development**



Integrated Planning Process



Planning & Budget Input Process Flow Chart



PLANNING/BUDGET DEVELOPMENT CALENDAR

(Orange type = Planning, Black type = Budget Development)

JULY

- Governing Board Planning Retreat
 - Strategic Plan – 1st read at July Governing Board Retreat
 - Presentation of Compiled and Analyzed Data
 - Presentation of Previous Year's Action Plan Evaluation Matrix
 - Presentation of progress on Key Performance Indicators
- Update of *Annual Fact Book* published
- Adoption of revised Institutional Planning and Budget Development Process Handbook by the Academic Senate

AUGUST

- Consultation Council/Strategic Planning Committee develops annual budget prioritization criteria
- Governing Board adoption of Strategic Plan
- Presentation of revised Institutional Planning and Budget Development Process Handbook to Consultation Council

SEPTEMBER

- Presentation of instructional program reviews, non-instructional program reviews, and annual updates to Consultation Council/Strategic Planning Committee and forwarded to Governing Board
- IE office will send the IPR and NIPR data out
- Distribution of Institutional Planning and Budget Development Process Handbook, and Current Year Fiscal Updates/Budget Assumptions
- Governing Board approval of final budget
- Associate Dean of Institutional Effectiveness and Research compiles recommendation from previous years' program reviews and annual updates into spreadsheet
- Status Report of Previous Years Budget Prioritization Spreadsheet presented to Consultation Council – Budget Prioritization Tracking Matrix 1st Quarter Update
- Academic Planning Committee works on development of Educational Master Plan
- Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to determine format of annual master plans.

OCTOBER

- Program Review Recommendation Spreadsheet from previous year program reviews and annual updates forwarded to planning committees by office of Institutional Effectiveness and Research. Recommendations prioritized by the program must include budget needs and requests information as well as justifications from Comprehensive Institutional Master Plan and primary budget prioritization criteria. The same resource allocation process will be utilized for all funding sources.
- Consultation Council/Strategic Planning Committee adoption of Educational Master Plan

- **Status Update on Progress on Annual Planning Agenda (Action Plan Evaluation Matrix) presented to Consultation Council**
- Unit level members (divisions for instructional areas and program areas for non-instructional areas) will meet to prioritize budget requests for unit (division or program area) based on the adopted budget prioritization criteria.
- The prioritized spreadsheet of budget requests for each area will be forwarded to area dean, the office of Institutional Effectiveness and Research, and Consultation Council for inclusion in minutes.
- **Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to review budget recommendations.**
- **Facilities Planning, Human Resource Planning, Institutional Effectiveness Planning, Institutional Technology Planning and Student Services Planning Committees work on development of Master Plans based on Educational Master Plan**

NOVEMBER

- Area administrators will prioritize area budget requests on the spreadsheet based on the adopted budget prioritization criteria in consultation with appropriate planning committee.
- Prioritized list will be forwarded by the area dean to the office of Institutional Effectiveness and Research. and the Consultation Council/Strategic Planning Committee
- **Consultation Council adoption of Institutional Effectiveness Master Plan and Student Services Master Plan**

DECEMBER

- **Consultation Council adoption of Institutional Technology Master Plan**
- Budget Prioritization Tracking Matrix 2nd Quarter Update

JANUARY

- The Chief Business Officer monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The Chief Business Officer will advise the President's Cabinet of any projected budget shortfalls potentially impacting staffing levels.
- The President's Executive Cabinet will forward recommendations based on the projections to the Consultation Council/Strategic Planning Committee prior to any consideration of institutional prioritization of budgetary requests.
- Consultation Council may conduct Listening Forums for campus input
- **Consultation Council adoption of Facilities Master Plan**

FEBRUARY

- Discussions by Consultation Council/Strategic Planning Committee on the recommendations received from the President's Cabinet will occur prior to the third week in February.
- Consultation Council/Strategic Planning Committee will evaluate all budget requests prioritized by unit level managers and area deans. Institutional priorities will be assigned to each budget request.
- The prioritized list (spreadsheet) will be distributed to the campus community at the end of February.

MARCH

- Consultation Council/Strategic Planning Committee will hold open forum budget meetings.
- Funding categories will be assigned to the prioritized list by the Chief Business Officer.

- The recommended prioritized list will be forwarded to President for his consideration and published with Consultation Council minutes.
- Environmental Scan Data Compiled
- Consultation Council adoption of Human Resources Master Plan
- Budget Prioritization Tracking Matrix 3rd Quarter Update

APRIL

- Consultation Council acceptance of master plan revisions as a result of other plans developed since initial adoption.
- Consultation Council/Strategic Planning Committee adoption of the Comprehensive Institutional Master Plan

MAY

- Annual Report on NIPR SLO/AUO Assessment Results (Office of Institutional Effectiveness and Research)
- Annual Evaluation of the planning and governance process conducted by Consultation Council/Strategic Planning Committee
- The Chief Business Officer will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Unit.
- The President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan, presentation to the campus and Governing Board.
- Cut-off date for processing of purchase requisition.

JUNE

- Budget Prioritization Tracking Matrix 4th Quarter Update
- Academic Senate/Strategic Planning Subcommittee incorporated recommendations from the annual evaluation process revising the Institutional Planning and Budget Development Process Handbook
- The President will submit the tentative budget to the Lassen Community College District Governing Board for approval

Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT

Title 5. Education

Division 6. California Community Colleges

Chapter 9. Fiscal Support

Subchapter 4. Budgets And Reports

Section 58311

In any organization certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress. The following principles shall serve as the foundation for sound fiscal management in community college districts:

1. Each district shall be responsible for the ongoing fiscal stability of the district through the responsible stewardship of available resources.
2. Each district will adequately safeguard and manage district assets to ensure the ongoing effective operations of the district. Management will maintain adequate cash reserves, implement and maintain effective internal controls, determine sources of revenues prior to making short-term and long-term commitments, and establish a plan for the repair and replacement of equipment and facilities.
3. District personnel practices will be consistent with legal requirements, make the most effective use of available human resources, and ensure that staffing costs do not exceed estimates of available financial resources.
4. Each district will adopt policies to ensure that all auxiliary activities that have a fiscal impact on the district comport with the educational objectives of the institution and comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.
5. Each district's organizational structure will incorporate a clear delineation of fiscal responsibilities and establish staff accountability.
6. Appropriate district administrators will keep the governing board current on the fiscal condition of the district as an integral part of the policy- and decision-making processes.
7. Each district will effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, staff, and students.
8. Each district will have an adequate management information system that provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision-making, and budgetary control.
9. Each district will adhere to appropriate fiscal policies and procedures and have adequate controls to ensure that established fiscal objectives are met.
10. District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.
11. District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the district educational planning.

12. Each district's capital outlay budget will be consistent with its five-year plan and reflect regional planning and needs assessments. To the extent that the foregoing principles repeat or paraphrase mandates already in existence, these underlying mandates shall continue to be legally binding. Otherwise these principles, by themselves, shall be applied to the extent that existing state and district funding is available.

Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA

BUDGETING PRINCIPLES:

- Transparency
- Broad participation
- Balanced
- Conservative
- Complete/comprehensive (including long term obligations)

BUDGET GUIDELINES AND PRIORITIES:

- Align with College's Strategic Plan (Vision/Mission/Values/Strategic Goals)
- Achieve Strategic Goals – ensuring student success, expanding services and access (growth).
- Transfer resources from indirect (internal) services to prioritize services that directly support student success and program growth.
- Mitigate future risk and avoid future cost increases by finding external (outsourced) solutions for high-risk administrative services.
- Align categorical/restricted programs with Strategic Goals; to the degree possible and allowable, use those funds to support on-going District expenditures even if on a one-time basis. Make maximum use of pro-offered “flexibility with Categorical funds.”
- Recommend level of reserves equal to 15% [approximately two (2) months of operations] – Board Policy 6200 - Budget Preparation.
- To accommodate cash flow shortfalls, implement a disciplined spending plan tied to cash-flow projections with centralized spending control.
- Use inter-fund borrowing in preference to external borrowing, due to added costs and potential conflicts between scheduling of repayment and deferred apportionment.

2019-2020 BUDGET PRIORITIZATION CRITERIA (adopted by the Consultation Council/Strategic Planning Committee – November 5, 2018):

1. **Statutory Mandates and Fixed Costs** – Items we have no control over and which are necessary for the daily operation of the college: salary step increases, benefit increases (STRS, PERS, health, workers comp, etc.), contract agreements, utility increases, software/lease agreement increases.
2. **Regulatory Mandates** – Items that are required by another body, including legislature or Chancellor's Office. These should be brought forward in a program review or addendum since advanced notice is generally given. Evidence of the mandate must be provided.
3. **Health and Safety** – Items determined by administrators to be immediate risks to health and safety will be handled immediately with existing funds and will not go through the budget process. Items addressing health and safety risks as identified in program reviews and/or by Safety Committee will be initially prioritized by Facilities Master Plan and Safety Committees.
4. **Implementation of Strategic Goals** – Items may range from maintenance of existing facilities and programs to program growth, with an emphasis on items supporting or enhancing student learning and success and on items originating in the program review process.

Appendix D: Glossary of Terms

Abatement: The return of part or all of an item of income or expenditure to its source.

Accounting System: (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures, which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Administrative Unit Outcomes (AUOs): Similar to SLOs, administrative outcomes determine what the expected outcomes are for offices and departments that provide services and administrative support rather than instruction.

Annual Appropriation Limit (Gann Limit)

Apportionment: Allocation of state or federal aid, district taxes, or other moneys to community college districts or other governmental units.

Appropriation for contingencies: (formerly termed Undistributed Reserve) That portion of current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year. (becomes the "ending balance" at June 30, and the "beginning balance" at July 1.

Budget: A plan of financial operation for a given period for specified purposes consisting of an estimate of income and expenditures.

Budget document: The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Capital Outlay: The acquisition of fixed assets or additions to fixed asset, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Charts of Accounts: A systematic list of accounts applicable to a specific entity.

Community Services: Educational, cultural, and recreational services, which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contract Services: Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Current Expenses of Education (CEE): EC 84362, CRR 59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in laws and regulations.

Current Liabilities: Amount due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Deferred Income: Revenue received prior to being earned such as bonds sold at a premium, advances received on federal or State program grants, or registration fees received for a subsequent period.

Deficit: Excess of liabilities over assets.

Direct Expenses or Costs: Expenses that can be separately identified and charged as a party of the cost of an activity, department, services, or a product.

Employee Benefits: Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contribution to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Entitlement: An amount of money to which an entity has a right as determined by the granting or awarding party.

Expenses of Education: This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditure 1000 through 5000 and all expenditures of activity from 0100 to 6700.

Expenses: Expenditures made or liabilities incurred for goods and services used in the current year.

Fiscal Year: For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year which can by agreement begin at any time and end one year later.

Fixed Assets: Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

Fixed Costs: Those costs, that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

Full-time Equivalent (FTE) Employees: Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work-load of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be $380/40$ or 9.5 FTE.

Full-time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES)

is one of the workload measures used in computation of state support for California Community Colleges (see form CCF-320, "Apportionment Attendance Report").

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance: The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

General Fund: The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Indirect Cost: Elements of cost necessary in the operation of the Local Educational Agency (LEA) or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such a determination exceeds the benefit of the determination.

Instructional Aide: A person employed to assist classroom instructors and other certificated personnel in the performance of their duties; in the supervision of students; and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor (EC 88243)

Liabilities: Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past, which must be liquidated, renewed, or refunded at some future date.

Long-term Debt: A loan that extends for more than one year from the beginning of the fiscal year.

Non-Instructional Program Review (NIPR): A program review completed by areas that do not have instructional responsibilities. In cases where a program provides instruction as well as support or services, an IPR will be completed.

Prepaid Expenses: Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums or unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Program Accounting: A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Restricted Accounts: Cash and/or other assets, which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Sales and Use Tax: A tax imposed upon the sale of goods and services. The use tax is paid in lieu of sales tax on goods purchased outside the state, but intended for use in the state.

Self-Insurance Fund: An Internal Service Fund designed to account for income and expenditures of self-insurance programs.

Student Learning Outcomes (SLOs): The expected knowledge, skills or attitudes students will have after completing a course, program, or leaving the institution after accomplishing an academic goal.

Appendix E: LCC Evaluation Survey – Planning Committees

Lassen College Planning, Budgeting and Governance Process Review Planning Committee Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

When answering these questions consider the “planning process” the process used to create the Comprehensive Institutional Master Plan; including but not limited to the work of planning committees (Academic Planning, Student Services Planning, Institutional Effectiveness Planning, Institutional Technology Planning, Facility Planning, Human Resource Planning etc.) as well as the recommendations from IPR and NIPRs and analysis of student learning and administrative unit outcome results.

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc.) does your committee need to perform your assigned tasks?
5. Do you feel your contribution to the planning process is necessary?

6. Do you feel your contribution to the planning process is valued?

Governance Section

1. Did your committee perform during the preceding year as identified in the committee's charge?
2. Identify results (products) of committee activities?
3. Provide suggestions to change or modify the committee charge.
4. Was the committee membership appropriate to implement its charge? If not what changes are needed?
5. Provide an analysis of the participation of the membership. Identify any individual or constituent group representation not in attendance more than fifty percent of the meetings.
6. How could communication between committees and others be improved with regards to governance?

Appendix F: LCC Evaluation Survey – Constituent Groups

Lassen College Planning, Budgeting and Governance Process Review Constituent Group Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc) do you feel the planning committees need to perform their assigned tasks?

Governance Section

1. What is working well in the Shared Governance and Collegial Consultation process?
2. Do you have any suggestions or comments to improve the function of the Share Governance and Collegial Consultation Process?
3. Do you have any suggestions for modifying, adding, or deleting any components of the governance and/or organizational structures of the institution?

Appendix G: LCC Evaluation Survey – Individuals

Lassen College Planning, Budgeting, and Governance Process Review

Individual Survey

Constituent group identification: (faculty, staff, admin, mgmt., student)

How long employed by the college: (0-1 year, 2-5 years, 6+years)

Please answer all questions using the 1 to 5 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The planning process at Lassen College works and produces appropriate institutional plans.

I receive information about institutional planning through a variety of ways (by receiving committee minutes, through committee membership, through my group's representatives on various committees, through open forums).

I know who to ask and where to go for additional information about budgeting, planning, and governance.

The institution plans in the correct areas.

The process I follow to have my ideas heard (through open forums, through representatives, etc) is effective.

The Comprehensive Institutional Master Plan is the appropriate vehicle for institutional planning.

The institutional planning process is appropriately tied to the budget development process

Suggestions for improving the planning and/or governance processes at Lassen Community College:



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021**

Name of Institution: Lassen Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/ Educational Master Plan (EMP)	A.1. Review and refine the college planning process	A.1. CEO and CIO	A.1.a. Mar 2021✓ A.1.b. Oct 2021 A.1.c. Nov 2021	A.1.a. Hire consultant to assist in review of planning processes A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT	A.1.a. Consultant identified and selected for planning process A.1.b. Planning process developed A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.	<p>A/B/C Over all Work Group has been formed to monitor the grant activities. The group includes VPAS, CIO, CSSO, Dean, faculty, faculty senate, faculty union, chairs, fiscal, IT and classified. (Initially made up of (short term) Educational Master Plan committee and Accreditation Workgroup.)</p> <p>Action Steps Completed: ✓A.1.a Consultant identified and selected for planning process 3/2021</p> <p>✓A.2.a. Consultant identified and selected for EMP format and development 3/2021</p> <p>Work in Progress: A.1 & A.5 Workgroup (CIO, chair and VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>A.2 & A.3 Workgroup (CIO, CSSO, IT, Facilities, HR, Classified and ASP) formed. Will recommend a methodology on 4/30/2021.</p>
	A.2. Review and refine Educational Master Plan (EMP)	A.2. CIO A.3. CEO and CIO	A.2.a. Mar 2021✓ A.2.b. Jun 2021 A.3.a-d Nov 2021	A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current.	A.2.a. Consultant identified and selected for EMP format development. A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.	
	A.3. Review and update the purpose (and necessity) of each college master plan	A.4. CBO and ASP A.5. CBO	A.4.a. May 2021 A.4.b. Sep 2021 A.4.c. Sep 2021 A.4.d. Jun 2021 A.4.e. Jun 2021 A.5.a. Sep 2021	A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise). A.2.b. Develop new EMP format that also aligns to CCCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals). A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting. A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.	A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.	
	A.4. Implement a new, separate Budget Committee				A.4.a. Budget Committee charge and structure developed. A.4.b. Determination made and any change is approved via shared governance. A.4.c. Link and clear distinction is determined and approved via shared governance.	
	A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)					

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. <i>(This would eliminate the IE Master Plan.)</i></p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "<u>Promote Institutional Stability</u>," "Advance Institutional Effectiveness," or something Similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	<p>A.4 Workgroup (ASP, CEO, Consultation Council Rep and CBO) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
<p>B. Strategic Enrollment Management (SEM)</p>	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021 B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021 B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021 B.5.b. Oct 2021 B.5.c. Aug 2021 B.5.d. Nov 2021 B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/Investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan.</p> <p>B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM.</p> <p>B.3.b. Create useful reports or dashboards presenting those data. <i>(Also: Reference Fred Trapp report requests)</i></p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations.</p> <p>B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting student input.</p> <p>B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better.</p> <p>B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCC Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented.</p> <p>B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified.</p> <p>B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified.</p> <p>B.5.b. Communication strategies identified and implemented.</p> <p>B.5.c. Other underserved populations identified.</p> <p>B.5.d. Developed strategies for improved student services.</p> <p>B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	<p>B.1 & B.6 Workgroup (CSSO, IT, Dean, VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.2 & B3& B.5 Work Group (CIO, SS Dean, Counseling, IT, faculty) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.4 Workgroup (Guided Pathways Work Group) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a June 2021 C.1.b Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery Identified. C.1.c. Trainings conducted and attended.	C.1 Workgroup (CSSO, HR, Flex Committee) formed. Will recommend a methodology on 4/30/2021.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RPGroup, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a,B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature:	Date:

Deadlines

- √ A.1.a. Mar 2021
- √ A.2.a. Mar 2021

- A.4.a. May 2021
- B.2.a. May 2021
- B.5.a. May 2021

- A.2.b. Jun 2021
- A.4.d. Jun 2021
- A.4.e. Jun 2021
- C.1.a. June 2021

- B.1.a. Aug 2021
- B.2.b. Aug 2021
- B.3.a. Aug 2021
- B.1.a. Aug 2021
- B.2.b. Aug 2021
- B.3.a. Aug 2021
- B.5.c. Aug 2021
- C.1.b. Aug 2021

- A.4.b. Sep 2021
- A.4.c. Sep 2021
- A.5.a. Sep 2021

- A.1.b. Oct 2021
- B.5.b. Oct 2021

- A.1.c. Nov 2021
- A.3.a-d Nov 2021
- B.5.d. Nov 2021

- C.1.c. Fall 2021
- B.3.b. Dec 2021
- B.4.a. Dec 2021

- B.5.e. Feb 2022

- B.6.a. Continuously

Lassen Community College

**Institutional Planning
and
Budget Development Process Handbook**



2020-2021

Adopted by the Lassen Community College Academic Senate – 11/25/20
Presented to Consultation Council – 12/7/20

Table of Contents

PLANNING AND BUDGET DEVELOPMENT PROCESS.....	3
EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS.....	4
LASSEN COLLEGE DISTRICT STRATEGIC PLAN.....	5
PLANNING/BUDGET DEVELOPMENT CALENDAR.....	9
Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT	12
Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA	15
Appendix D: Glossary of Terms	16
Appendix E: LCC Evaluation Survey – Planning Committees	20
Appendix F: LCC Evaluation Survey – Constituent Groups.....	22
Appendix G: : LCC Evaluation Survey – Individuals.....	23

PLANNING AND BUDGET DEVELOPMENT PROCESS

Title 5 of the California Code of Regulations requires that the “[Community College] District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the districts educational planning” (Appendix A: Title 5 Section 58311). Lassen Community College’s planning and budget development process operates within this context.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning document and budget will reflect the college mission statement and strategic goals as established by the Governing Board and presented in Section II – Institutional Section (Appendix B: Mission Statement and Strategic Goals).

The institutional planning and budget development process begins with the instructional program review (IPR) and non-instructional program review (NIPR). The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section I – Institutional Effectiveness, Section II - Educational Master Plan, Section III – Student Services Plan, Section IV - Institutional Technology Plan, Section V - Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan).

The schedule of program reviews is provided in the Instructional and Non-instructional Program Review Handbooks. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years. There are also yearly updates for academic and career technical education that follow the same process when needed for changes in curriculum or budgeting. Area administrators will remind program managers when their program review is due. Academic Senate reminds faculty yearly of due dates for instructional program reviews.

The President’s Office will monitor the program review process. The Governing Board will accept each IPR and NIPR. Upon Board acceptance, the Program Review’s Prioritized Recommendations will be entered by the Director of Institutional Effectiveness and Research in a spreadsheet or database. The spreadsheet with all recommendations from the prior year will be provided to the Academic Planning, Institutional Effectiveness Planning, Facilities Planning, Student Services, Human Resource and Institutional Technology Planning Committees.

- The Office of the President is responsible for housing all the current institutional planning documents and for assuring completion of program reviews as scheduled.
- Copies of institutional planning documents and program reviews are placed on the college website.

Regarding the development of the budget, the Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the Budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.

Budget principles, as presented in Appendix C, are stated in each District Budget document. The following guidelines additionally apply to the development of the Budget:

- a. One-time revenues will be allocated to one-time expenditures; on-going expenditures shall be covered from on-going revenues.
- b. Year-end balances are not budgeted for ongoing expenses.
- c. Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- d. Contractual obligations and fixed costs are budgeted first.
- e. New positions must be fully funded: salaries, benefits, and support expenses.

EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS

The Planning and Budget Development Process is evaluated annually in conjunction with the Governance Process in late April through May. Adoption of the evaluation timeline and any changes to the evaluation instruments is the responsibility of Consultation Council. The evaluation process consists of distribution of evaluation instruments to each of three components:

1. Planning Committee Self-Evaluation Surveys
 - Academic Planning
 - Consultation Council/Strategic Planning
 - Human Resource Planning
 - Institutional Effectiveness Planning
 - Institutional Technology Planning
 - Student Services Planning
 - Facilities Planning
2. Constituent Group Evaluation Surveys
 - Management/Confidential
 - Associated Student Body
 - Classified
 - Administration
 - Academic Senate
3. Individual Surveys (surveymonkey).

The survey results are compiled and presented to Consultation Council by the Director of Institutional Effectiveness and Research for discussion and acceptance of recommendations for inclusion in the next year's handbook. A subcommittee of the Academic Senate including appointees from Consultation Council meets in late May or early June to revise and update the *Institutional Planning and Budget Development Handbook* based upon the accepted recommendations. The Academic Senate acts on the subcommittee recommendations by July and forwards the approved handbook to Consultation Council/Strategic Planning Committee as an information item.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December ____, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

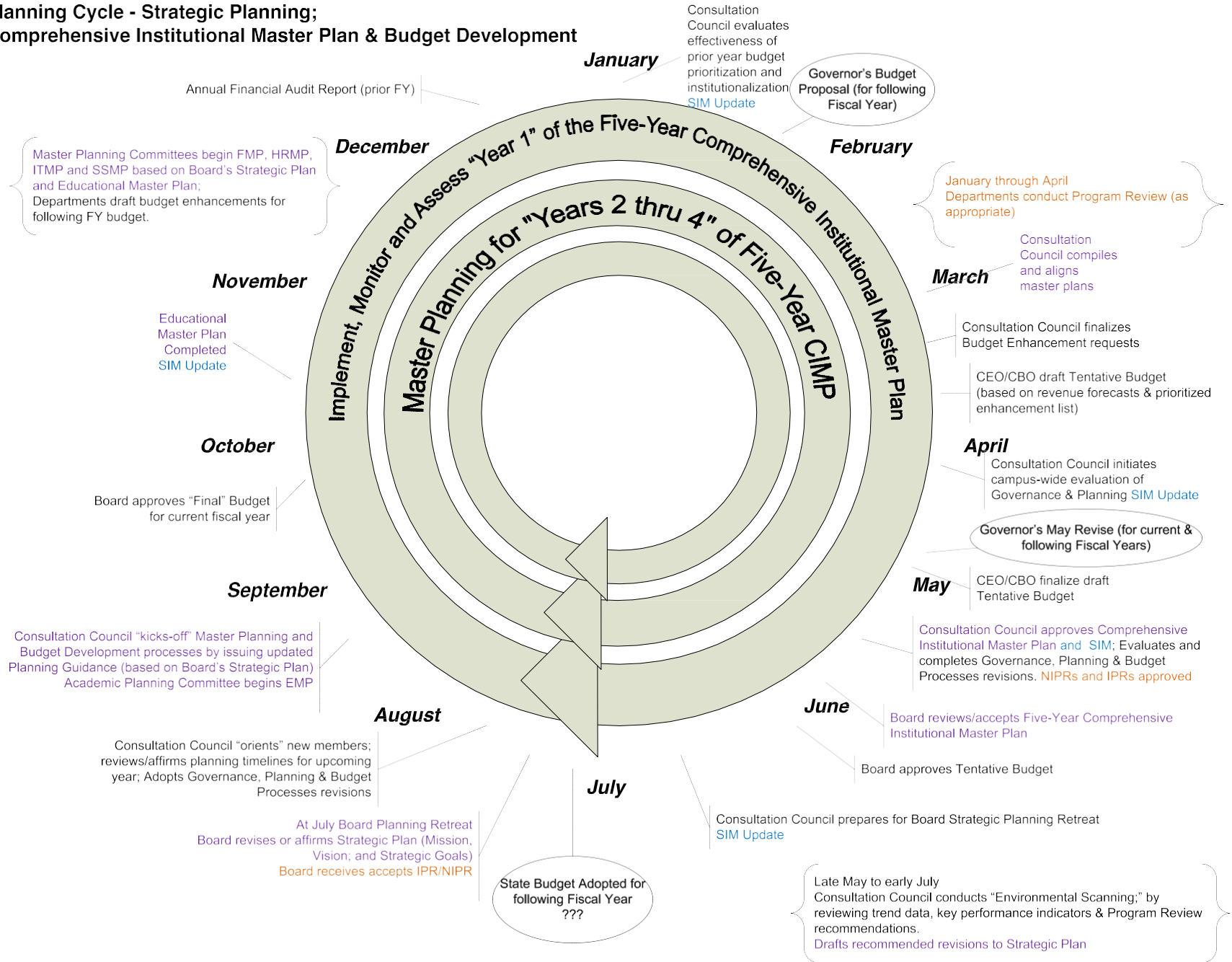
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

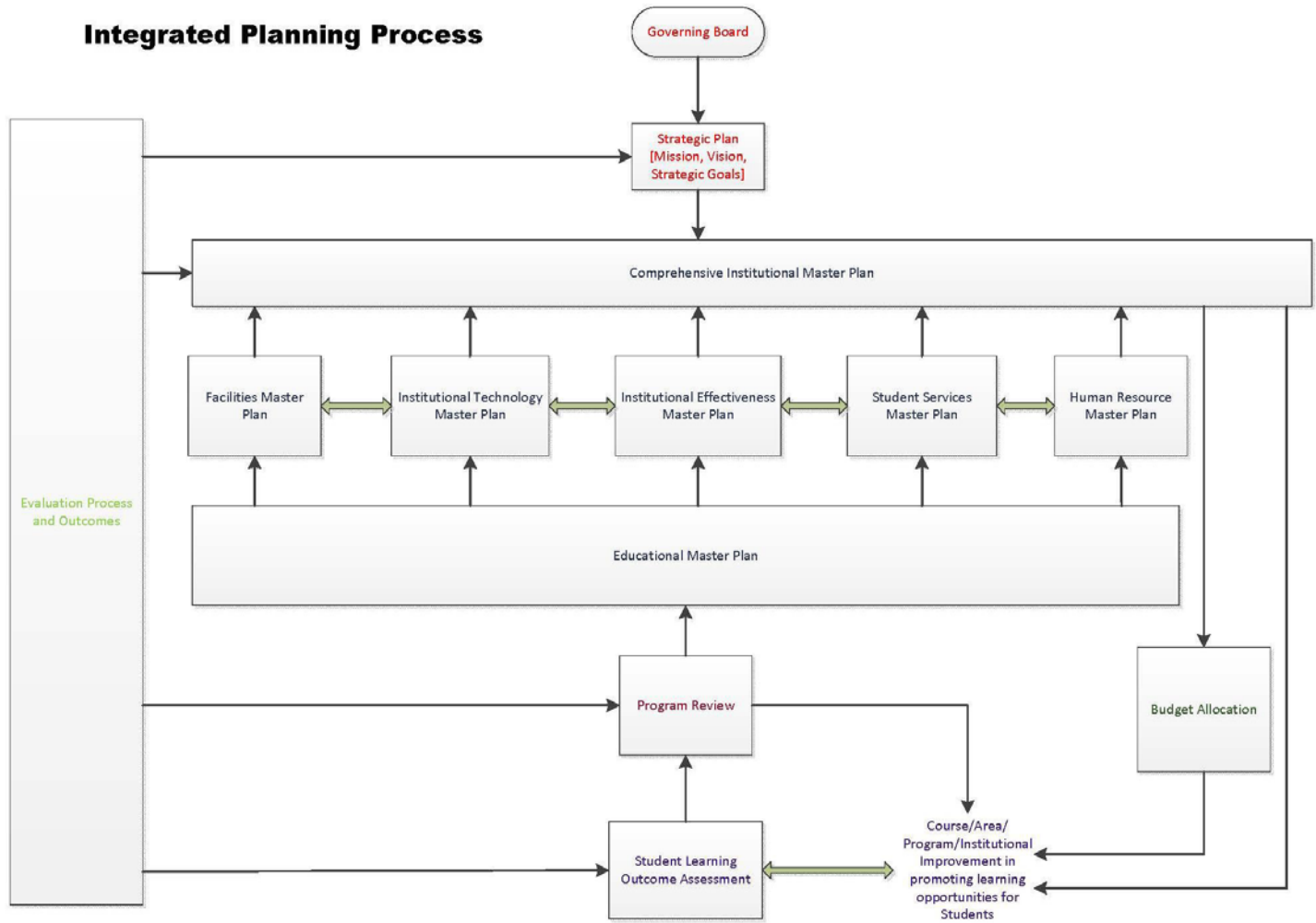
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



**Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development**



Integrated Planning Process



Planning & Budget Input Process Flow Chart



PLANNING/BUDGET DEVELOPMENT CALENDAR

(Orange type = Planning, Black type = Budget Development)

JULY

- Governing Board Planning Retreat
 - Strategic Plan – 1st read at July Governing Board Retreat
 - Presentation of Compiled and Analyzed Data
 - Presentation of Previous Year's Action Plan Evaluation Matrix
 - Presentation of progress on Key Performance Indicators
- Update of *Annual Fact Book* published
- Adoption of revised Institutional Planning and Budget Development Process Handbook by the Academic Senate

AUGUST

- Consultation Council/Strategic Planning Committee develops annual budget prioritization criteria
- Governing Board adoption of Strategic Plan
- Presentation of revised Institutional Planning and Budget Development Process Handbook to Consultation Council

SEPTEMBER

- Presentation of instructional program reviews, non-instructional program reviews, and annual updates to Consultation Council/Strategic Planning Committee and forwarded to Governing Board
- IE office will send the IPR and NIPR data out
- Distribution of Institutional Planning and Budget Development Process Handbook, and Current Year Fiscal Updates/Budget Assumptions
- Governing Board approval of final budget
- Associate Dean of Institutional Effectiveness and Research compiles recommendation from previous years' program reviews and annual updates into spreadsheet
- Status Report of Previous Years Budget Prioritization Spreadsheet presented to Consultation Council – Budget Prioritization Tracking Matrix 1st Quarter Update
- Academic Planning Committee works on development of Educational Master Plan
- Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to determine format of annual master plans.

OCTOBER

- Program Review Recommendation Spreadsheet from previous year program reviews and annual updates forwarded to planning committees by office of Institutional Effectiveness and Research. Recommendations prioritized by the program must include budget needs and requests information as well as justifications from Comprehensive Institutional Master Plan and primary budget prioritization criteria. The same resource allocation process will be utilized for all funding sources.
- Consultation Council/Strategic Planning Committee adoption of Educational Master Plan

- **Status Update on Progress on Annual Planning Agenda (Action Plan Evaluation Matrix) presented to Consultation Council**
- Unit level members (divisions for instructional areas and program areas for non-instructional areas) will meet to prioritize budget requests for unit (division or program area) based on the adopted budget prioritization criteria.
- The prioritized spreadsheet of budget requests for each area will be forwarded to area dean, the office of Institutional Effectiveness and Research, and Consultation Council for inclusion in minutes.
- **Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to review budget recommendations.**
- **Facilities Planning, Human Resource Planning, Institutional Effectiveness Planning, Institutional Technology Planning and Student Services Planning Committees work on development of Master Plans based on Educational Master Plan**

NOVEMBER

- Area administrators will prioritize area budget requests on the spreadsheet based on the adopted budget prioritization criteria in consultation with appropriate planning committee.
- Prioritized list will be forwarded by the area dean to the office of Institutional Effectiveness and Research. and the Consultation Council/Strategic Planning Committee
- **Consultation Council adoption of Institutional Effectiveness Master Plan and Student Services Master Plan**

DECEMBER

- **Consultation Council adoption of Institutional Technology Master Plan**
- Budget Prioritization Tracking Matrix 2nd Quarter Update

JANUARY

- The Chief Business Officer monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The Chief Business Officer will advise the President's Cabinet of any projected budget shortfalls potentially impacting staffing levels.
- The President's Executive Cabinet will forward recommendations based on the projections to the Consultation Council/Strategic Planning Committee prior to any consideration of institutional prioritization of budgetary requests.
- Consultation Council may conduct Listening Forums for campus input
- **Consultation Council adoption of Facilities Master Plan**

FEBRUARY

- Discussions by Consultation Council/Strategic Planning Committee on the recommendations received from the President's Cabinet will occur prior to the third week in February.
- Consultation Council/Strategic Planning Committee will evaluate all budget requests prioritized by unit level managers and area deans. Institutional priorities will be assigned to each budget request.
- The prioritized list (spreadsheet) will be distributed to the campus community at the end of February.

MARCH

- Consultation Council/Strategic Planning Committee will hold open forum budget meetings.
- Funding categories will be assigned to the prioritized list by the Chief Business Officer.

- The recommended prioritized list will be forwarded to President for his consideration and published with Consultation Council minutes.
- Environmental Scan Data Compiled
- Consultation Council adoption of Human Resources Master Plan
- Budget Prioritization Tracking Matrix 3rd Quarter Update

APRIL

- Consultation Council acceptance of master plan revisions as a result of other plans developed since initial adoption.
- Consultation Council/Strategic Planning Committee adoption of the Comprehensive Institutional Master Plan

MAY

- Annual Report on NIPR SLO/AUO Assessment Results (Office of Institutional Effectiveness and Research)
- Annual Evaluation of the planning and governance process conducted by Consultation Council/Strategic Planning Committee
- The Chief Business Officer will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Unit.
- The President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan, presentation to the campus and Governing Board.
- Cut-off date for processing of purchase requisition.

JUNE

- Budget Prioritization Tracking Matrix 4th Quarter Update
- Academic Senate/Strategic Planning Subcommittee incorporated recommendations from the annual evaluation process revising the Institutional Planning and Budget Development Process Handbook
- The President will submit the tentative budget to the Lassen Community College District Governing Board for approval

Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT

Title 5. Education

Division 6. California Community Colleges

Chapter 9. Fiscal Support

Subchapter 4. Budgets And Reports

Section 58311

In any organization certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress. The following principles shall serve as the foundation for sound fiscal management in community college districts:

1. Each district shall be responsible for the ongoing fiscal stability of the district through the responsible stewardship of available resources.
2. Each district will adequately safeguard and manage district assets to ensure the ongoing effective operations of the district. Management will maintain adequate cash reserves, implement and maintain effective internal controls, determine sources of revenues prior to making short-term and long-term commitments, and establish a plan for the repair and replacement of equipment and facilities.
3. District personnel practices will be consistent with legal requirements, make the most effective use of available human resources, and ensure that staffing costs do not exceed estimates of available financial resources.
4. Each district will adopt policies to ensure that all auxiliary activities that have a fiscal impact on the district comport with the educational objectives of the institution and comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.
5. Each district's organizational structure will incorporate a clear delineation of fiscal responsibilities and establish staff accountability.
6. Appropriate district administrators will keep the governing board current on the fiscal condition of the district as an integral part of the policy- and decision-making processes.
7. Each district will effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, staff, and students.
8. Each district will have an adequate management information system that provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision-making, and budgetary control.
9. Each district will adhere to appropriate fiscal policies and procedures and have adequate controls to ensure that established fiscal objectives are met.
10. District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.
11. District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the district educational planning.

12. Each district's capital outlay budget will be consistent with its five-year plan and reflect regional planning and needs assessments. To the extent that the foregoing principles repeat or paraphrase mandates already in existence, these underlying mandates shall continue to be legally binding. Otherwise these principles, by themselves, shall be applied to the extent that existing state and district funding is available.

Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA

BUDGETING PRINCIPLES:

- Transparency
- Broad participation
- Balanced
- Conservative
- Complete/comprehensive (including long term obligations)

BUDGET GUIDELINES AND PRIORITIES:

- Align with College's Strategic Plan (Vision/Mission/Values/Strategic Goals)
- Achieve Strategic Goals – ensuring student success, expanding services and access (growth).
- Transfer resources from indirect (internal) services to prioritize services that directly support student success and program growth.
- Mitigate future risk and avoid future cost increases by finding external (outsourced) solutions for high-risk administrative services.
- Align categorical/restricted programs with Strategic Goals; to the degree possible and allowable, use those funds to support on-going District expenditures even if on a one-time basis. Make maximum use of pro-offered “flexibility with Categorical funds.”
- Recommend level of reserves equal to 15% [approximately two (2) months of operations] – Board Policy 6200 - Budget Preparation.
- To accommodate cash flow shortfalls, implement a disciplined spending plan tied to cash-flow projections with centralized spending control.
- Use inter-fund borrowing in preference to external borrowing, due to added costs and potential conflicts between scheduling of repayment and deferred apportionment.

2019-2020 BUDGET PRIORITIZATION CRITERIA (adopted by the Consultation Council/Strategic Planning Committee – November 5, 2018):

1. **Statutory Mandates and Fixed Costs** – Items we have no control over and which are necessary for the daily operation of the college: salary step increases, benefit increases (STRS, PERS, health, workers comp, etc.), contract agreements, utility increases, software/lease agreement increases.
2. **Regulatory Mandates** – Items that are required by another body, including legislature or Chancellor's Office. These should be brought forward in a program review or addendum since advanced notice is generally given. Evidence of the mandate must be provided.
3. **Health and Safety** – Items determined by administrators to be immediate risks to health and safety will be handled immediately with existing funds and will not go through the budget process. Items addressing health and safety risks as identified in program reviews and/or by Safety Committee will be initially prioritized by Facilities Master Plan and Safety Committees.
4. **Implementation of Strategic Goals** – Items may range from maintenance of existing facilities and programs to program growth, with an emphasis on items supporting or enhancing student learning and success and on items originating in the program review process.

Appendix D: Glossary of Terms

Abatement: The return of part or all of an item of income or expenditure to its source.

Accounting System: (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures, which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Administrative Unit Outcomes (AUOs): Similar to SLOs, administrative outcomes determine what the expected outcomes are for offices and departments that provide services and administrative support rather than instruction.

Annual Appropriation Limit (Gann Limit)

Apportionment: Allocation of state or federal aid, district taxes, or other moneys to community college districts or other governmental units.

Appropriation for contingencies: (formerly termed Undistributed Reserve) That portion of current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year. (becomes the "ending balance" at June 30, and the "beginning balance" at July 1.

Budget: A plan of financial operation for a given period for specified purposes consisting of an estimate of income and expenditures.

Budget document: The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Capital Outlay: The acquisition of fixed assets or additions to fixed asset, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Charts of Accounts: A systematic list of accounts applicable to a specific entity.

Community Services: Educational, cultural, and recreational services, which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contract Services: Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Current Expenses of Education (CEE): EC 84362, CRR 59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in laws and regulations.

Current Liabilities: Amount due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Deferred Income: Revenue received prior to being earned such as bonds sold at a premium, advances received on federal or State program grants, or registration fees received for a subsequent period.

Deficit: Excess of liabilities over assets.

Direct Expenses or Costs: Expenses that can be separately identified and charged as a party of the cost of an activity, department, services, or a product.

Employee Benefits: Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contribution to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Entitlement: An amount of money to which an entity has a right as determined by the granting or awarding party.

Expenses of Education: This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditure 1000 through 5000 and all expenditures of activity from 0100 to 6700.

Expenses: Expenditures made or liabilities incurred for goods and services used in the current year.

Fiscal Year: For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year which can by agreement begin at any time and end one year later.

Fixed Assets: Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

Fixed Costs: Those costs, that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

Full-time Equivalent (FTE) Employees: Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work-load of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be $380/40$ or 9.5 FTE.

Full-time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES)

is one of the workload measures used in computation of state support for California Community Colleges (see form CCF-320, "Apportionment Attendance Report").

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance: The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

General Fund: The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Indirect Cost: Elements of cost necessary in the operation of the Local Educational Agency (LEA) or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such a determination exceeds the benefit of the determination.

Instructional Aide: A person employed to assist classroom instructors and other certificated personnel in the performance of their duties; in the supervision of students; and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor (EC 88243)

Liabilities: Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past, which must be liquidated, renewed, or refunded at some future date.

Long-term Debt: A loan that extends for more than one year from the beginning of the fiscal year.

Non-Instructional Program Review (NIPR): A program review completed by areas that do not have instructional responsibilities. In cases where a program provides instruction as well as support or services, an IPR will be completed.

Prepaid Expenses: Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums or unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Program Accounting: A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Restricted Accounts: Cash and/or other assets, which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Sales and Use Tax: A tax imposed upon the sale of goods and services. The use tax is paid in lieu of sales tax on goods purchased outside the state, but intended for use in the state.

Self-Insurance Fund: An Internal Service Fund designed to account for income and expenditures of self-insurance programs.

Student Learning Outcomes (SLOs): The expected knowledge, skills or attitudes students will have after completing a course, program, or leaving the institution after accomplishing an academic goal.

Appendix E: LCC Evaluation Survey – Planning Committees

Lassen College Planning, Budgeting and Governance Process Review Planning Committee Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

When answering these questions consider the “planning process” the process used to create the Comprehensive Institutional Master Plan; including but not limited to the work of planning committees (Academic Planning, Student Services Planning, Institutional Effectiveness Planning, Institutional Technology Planning, Facility Planning, Human Resource Planning etc.) as well as the recommendations from IPR and NIPRs and analysis of student learning and administrative unit outcome results.

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc.) does your committee need to perform your assigned tasks?
5. Do you feel your contribution to the planning process is necessary?

6. Do you feel your contribution to the planning process is valued?

Governance Section

1. Did your committee perform during the preceding year as identified in the committee's charge?
2. Identify results (products) of committee activities?
3. Provide suggestions to change or modify the committee charge.
4. Was the committee membership appropriate to implement its charge? If not what changes are needed?
5. Provide an analysis of the participation of the membership. Identify any individual or constituent group representation not in attendance more than fifty percent of the meetings.
6. How could communication between committees and others be improved with regards to governance?

Appendix F: LCC Evaluation Survey – Constituent Groups

Lassen College Planning, Budgeting and Governance Process Review Constituent Group Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc) do you feel the planning committees need to perform their assigned tasks?

Governance Section

1. What is working well in the Shared Governance and Collegial Consultation process?
2. Do you have any suggestions or comments to improve the function of the Share Governance and Collegial Consultation Process?
3. Do you have any suggestions for modifying, adding, or deleting any components of the governance and/or organizational structures of the institution?

Appendix G: LCC Evaluation Survey – Individuals

Lassen College Planning, Budgeting, and Governance Process Review

Individual Survey

Constituent group identification: (faculty, staff, admin, mgmt., student)

How long employed by the college: (0-1 year, 2-5 years, 6+years)

Please answer all questions using the 1 to 5 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The planning process at Lassen College works and produces appropriate institutional plans.

I receive information about institutional planning through a variety of ways (by receiving committee minutes, through committee membership, through my group's representatives on various committees, through open forums).

I know who to ask and where to go for additional information about budgeting, planning, and governance.

The institution plans in the correct areas.

The process I follow to have my ideas heard (through open forums, through representatives, etc) is effective.

The Comprehensive Institutional Master Plan is the appropriate vehicle for institutional planning.

The institutional planning process is appropriately tied to the budget development process

Suggestions for improving the planning and/or governance processes at Lassen Community College:

SANTA CLARITA COMMUNITY COLLEGE DISTRICT

INNOVATION AND EFFECTIVENESS GRANT AGREEMENT

LASSEN COMMUNITY COLLEGE DISTRICT

This Innovation and Effectiveness Grant Agreement ("Agreement") is between Santa Clarita Community College District ("SCCCD"), a California community college district and political subdivision of the State of California, and **LASSEN COMMUNITY COLLEGE DISTRICT** ("Applicant District"). SCCC and Applicant District are also referred to collectively as the "Parties" and individually as "Party."

APPLICANT DISTRICT ACKNOWLEDGMENTS AND RESPONSIBILITIES:

1. **Project Implementation**– Applicant District must submit a completed Innovation and Effectiveness Grant Application ("Application") attached hereto as Exhibit A and made a part hereof. Applicant District will work to complete the Project as defined in Application based on Innovation and Effectiveness Plan.
2. **Grant Funding** - Applicant District shall receive funding in the amount listed on the Application within thirty (30) days of District's receipt of a fully-executed Agreement.
3. **Term** – Applicant District will have a period of twelve (12) months from the date of last signature on this Agreement to expend the funds received through the Institutional Effectiveness Partnership Initiative (IEPI) program ("Term"). Any request for extension will be subject to the written approval of SCCC. Any unused funds will be required to be returned per SCCC's directions.
4. **Quarterly Reports** - Applicant District agrees to complete and submit quarterly progress and expenditure reports beginning the end of the first full quarter, documenting the progress and funds expended to date per the Application within twenty (20) days of the end of each quarter. The end dates of each quarter are as follows: March 31, June 30, September 30 and December 31. Applicant District must use the Quarterly Report template attached hereto as Exhibit B. If Applicant District's quarterly expenditures are lower than expected, Applicant District must provide additional information and indicate the timeframe in expending the balance.
5. **Final Report** - Applicant District agrees to complete and submit a report to SCCC, documenting the impact and results of the College Innovation and Effectiveness Plan and grant funding, and the final accounting within twenty (20) days of the end of the twelve (12) month Term, including proof of expenditure i.e., District check, and invoice. Applicant District must use the template attached hereto as Exhibit B.
6. **Document Retention** – In accordance with State requirements regarding the use of Grant funds, Applicant District agrees to: (a) maintain financial records in accordance with generally accepted accounting practices regarding the use of funding received for this Project including, but not limited to, original documentation; and (b) preserve and make available all records related to this Project for examination by SCCC, Chancellor's Office, and/or their duly authorized representatives or agents for three (3) years after the completion of the Grant.
7. **Changes to Application/Agreement** – Applicant District understands and agrees that no changes will be made to the approved expenditures after SCCC has approved the Application without written authorization by SCCC. Unauthorized changes will not be paid by SCCC.
8. **Regulatory Compliance** – By signing this Application and Agreement and accepting Grant funding, Applicant District agrees that it will comply with all California Education Codes, Public Contract Codes, other applicable laws and regulations and Applicant District's policies and procedures.
9. **Indemnification** - Applicant District agrees to defend, hold harmless and indemnify SCCC, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by Applicant District, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by SCCC. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

SCCCD agrees to defend, hold harmless and indemnify Applicant District, its parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, costs, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by SCCC, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by Applicant District. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability and shall survive the termination of this Agreement.

10. **Assumption of Risk** - Applicant District hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action occurring to Applicant District arising in any way whatsoever as a result of engaging in the activities described in the Application or any activities incidental thereto wherever or however the same may occur and for whatever period said activities may continue. Applicant District does for itself, its heirs, executors, administrators and assigns hereby release, waive discharge and relinquish any action or causes of action, aforesaid, which may hereafter arise for itself, and agrees that under no circumstances will it or its heirs, executors, administrators and assigns prosecute, present any claim against the SCCC or any of its officers, agents, or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.
11. **Trademark/Logo Use**. Applicant District must obtain written approval from SCCC's Public Information Office ("PIO") to use SCCC's name and/or logos in any advertisements, promotions, press releases or other media. In the event such permission is extended, PIO will furnish Applicant District with camera-ready artwork for such use. SCCC, at its sole discretion, may limit or otherwise place conditions on Applicant District's use of SCCC's name, and/or logos in which case such limitations shall be incorporated into this Agreement. Applicant District shall not revise, change, or otherwise alter any material related to SCCC's name and/or logo without written consent from SCCC.
12. **Creative Commons Attribution License**: Applicant District agrees that any works created under the Institutional Effectiveness and Technical Assistance Grant funded by the California Community Colleges Chancellor's Office carries the Creative Commons Attribution License that gives permission to the public to reproduce, distribute, perform, display, or adapt the licensed materials for any purpose so long as the user gives attribution to the author.
13. **Termination**. Either Party may, at any time, with or without cause, terminate this Agreement by providing at least thirty (30) days written notice to the other Party prior to the requested termination date. In such case, SCCC shall compensate Applicant District only for services satisfactorily rendered to the date of termination. Written notice by SCCC shall be sufficient to stop further performance of services by Applicant District. In such case, notice shall be deemed given when received by the Applicant District or no later than three (3) days after the day of mailing, whichever is sooner.
14. **Assignment**. The obligations of the Applicant District pursuant to this Agreement shall not be assigned by the Applicant District without the express, written approval of the SCCC.
15. **Compliance With Applicable Laws**. The Applicant District's obligations completed herein must meet the approval of the SCCC and shall be subject to the SCCC's general right of inspection to secure the satisfactory completion thereof. Applicant District agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Applicant District, Applicant District's business, equipment and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations ("Rules"). If Applicant District fails to comply with any applicable Rule, Applicant District shall address the issue immediately at no additional cost to SCCC.
16. **Permits/Licenses**. Applicant District and all Applicant District's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
17. **Entire Agreement/Amendment**. This Agreement constitutes the entire agreement and understanding between the Parties, and is a complete and exclusive statement of the terms of the Parties' agreement pursuant to Code of Civil Procedure Section 1856. This Agreement cannot be modified orally, and is to be modified only by a written instrument executed by the Parties.

The Agreement documents consist of this Agreement, any exhibits attached to or referenced herein, and all amendments and/or modifications issued in writing, duly approved by SCCC's Board of Trustees, and executed by the Parties after the release of this Agreement. Conflicting provisions hereof, if any, shall prevail in the following descending order of precedence: (a) provisions set forth in this Agreement, (b) provisions set forth in any referenced attachments or exhibits to this Agreement attached or incorporated herein by reference.

18. **Exhibits**. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this Agreement by each reference as though fully set forth in each instance in the text hereof.

- 19. Interpretation.** In interpreting this Agreement, it shall be deemed to have been prepared by the Parties jointly, and no ambiguity shall be resolved against SCCCD on the premise that it or its attorneys were responsible for drafting this Agreement or any provision hereof. The captions or heading set forth in this Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any Sections or other provisions of this Agreement. Any reference in this Agreement to a Section, unless specified otherwise, shall be a reference to a Section of this Agreement.
- 20. Non-Discrimination.** Applicant District agrees not to engage in unlawful discrimination in the employment of persons, or in the acceptance, assignment, treatment, evaluation or compensation of students who participate in programs sponsored or arranged by SCCCD, on the basis of 1. race, color, religion, nationality, national origin, ancestry, sex, gender, gender identity, gender expression, ethnicity, age, medical condition, mental or physical disability, marital status, sexual orientation or Vietnam-era veteran status.
- 21. Non-Waiver.** The failure of SCCCD or Applicant District to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that Party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
- 22. Notice.** All notices or demands to be given under this Agreement by either Party to the other Party shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by certified or registered mail, return receipt requested, with postage prepaid. Service shall be considered given when received, if personally served, or, if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either Party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement:


District: Santa Clarita Community College District
 Attn: Assistant Superintendent/VP Business Services
 26455 Rockwell Canyon Road
 Santa Clarita, CA 91355
 Phone: (661) 362-3476
 Fax: (661) 362-5480

Applicant District: **LASSEN COMMUNITY COLLEGE DISTRICT**

PO BOX 3000
SUSANVILLE, CA 96130
(530) 251-8820
TALBERTSON@LASSENCOLLEGE.EDU

A Party may change its/his/her designated representative and/or address for the purpose of receiving notices and communications under this Agreement by notifying the other Party of the change in writing and in the manner described in this Section.

- 23. Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 24. Governing Law.** The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Los Angeles, California.

APPLICANT APPROVER	DISTRICT	BOARD-AUTHORIZED	SANTA CLARITA COMMUNITY COLLEGE DISTRICT
BY: 			BY: _____
Signature of Authorized Representative			Signature of Authorized Representative
Print Name Trevor D. Albertson			Print Name Diane Fiero
Print Title Interim Superintendent/President			Print Title Acting Deputy Chancellor
Date 2 Mar 21			Date _____

4. Tax Certification: SUBSTITUTE IRS FORM W-9 (Rev. December 2014), Request for Taxpayer Identification Number and Certification

Print or type	Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Lassen Community College		
	Business name/disregarded entity name, if different from above		
	Check appropriate box for federal tax classification; check only one of the following seven boxes:	<input type="checkbox"/> Individual/Sole Proprietor or single-member LLC - Note: For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner. <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited Liability Company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) _____ <input checked="" type="checkbox"/> Other ▶ <u>Community College</u>	Exemptions (codes apply only to certain entities, not individuals) Exempt payee code (if any) _____. Exemption from FATCA reporting code (if any) _____.
	Address (number, street, and apt. or suite no.) PO Box 3000		Requester's name and address: Santa Clarita Community College District 26455 Rockwell Canyon Road Santa Clarita, CA 91355
City, state, and ZIP code Susanville, CA 96130			

<p>Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3 of the complete IRS Form W-9 (see link below). For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> on page 3 of the complete IRS Form W-9 (see link below). Note. If the account is in more than one name, see the chart on page 4 of the complete IRS Form W-9 (see link below) for guidelines on whose number to enter. Instructions: See complete 0105 Form W-9 Request for Taxpayer Identification Number and Certification at www.irs.gov/formspubs/index.html.</p>	<p>Social Security Number</p> <table border="1" style="width:100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td><td style="width:12.5%;"></td> </tr> </table> <p style="text-align:center;">Or</p> <p>Employer Identification Number</p> <table border="1" style="width:100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width:12.5%; text-align:center;">1</td><td style="width:12.5%; text-align:center;">6</td><td style="width:12.5%; text-align:center;">1</td><td style="width:12.5%; text-align:center;">6</td><td style="width:12.5%; text-align:center;">4</td><td style="width:12.5%; text-align:center;">4</td><td style="width:12.5%; text-align:center;">5</td><td style="width:12.5%; text-align:center;">9</td><td style="width:12.5%; text-align:center;">0</td> </tr> </table>											1	6	1	6	4	4	5	9	0
1	6	1	6	4	4	5	9	0												

Certification
Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined in the complete IRS Form W-9); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out the Business name/disregarded entity name above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, the Business name/disregarded entity name does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions, page 3 of the complete IRS Form W-9.

Sign Here	Signature of U.S. person ▶ <i>Randy Jordan</i>	Date ▶ <i>11 APR 2, 2021</i>
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EXHIBIT A

SANTA CLARITA COMMUNITY COLLEGE DISTRICT ("SCCCD")

Application

Innovation and Effectiveness Grant Request

PROJECT #	THIS BOX TO BE COMPLETED BY SCCC
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DISTRICT INFORMATION ("Applicant District")

District Name	Lassen Community College District
College Name	Lassen Community College
Street Address	478-200 Hwy 139
City State, Zip	Susanville, CA 96130

APPLICANT DISTRICT/COLLEGE CONTACT INFORMATION

Primary (District) Contact Name	Randy Joslin		
Title	Vice President of Administrative Services (Interim)		
Email Address	rjoslin@lassencollege.edu		
Telephone	(530) 251-8836	FAX #	(530) 251-8838
Secondary (College) Contact Name	Trevor D. Albertson		
Title	Interim Superintendent/President		
Email Address	talbertson@lassencollege.edu		
Telephone	(530) 251-8820	FAX #	(530) 251-8838

DESCRIBE THE GRANT REQUEST AS STATED IN YOUR INNOVATION AND EFFECTIVENESS PLAN:

Requested funds will support improvements in Educational Master planning, Strategic Enrollment Management, and Professional Development related to improving institutional effectiveness.

TERM (NOT TO EXCEED TWELVE (12) MONTHS):

12 Months

AMOUNT REQUESTED:

\$200000 (not to exceed \$200,000)

Please attach:

- Attachment A - Application Budget Summary
- Attachment B - College Innovation and Effectiveness Plan

Attachment A Application Budget Summary

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure
Example:			
5000	Other Operating	\$10,000	Consultant for Enrollment Management
5000	Other Operating	\$50,000	Consultant for planning processes
5000	Other Operating	\$25,000	Consultant for data collection & analysis
5000	Other Operating	\$10,000	Grant Writer/Consultant
5000	Other Operating	\$50,000	Consultant for Enrollment Management software development and implementation
5000	Other Operating	\$65,000	Professional development
	TOTAL:	\$200,000	

* Employee benefits are only allowable for newly hired employees under the Grant

NOTE: Fringe benefits and indirect costs are not allowable expenditures under the Grant.

Attachment B
Innovation and Effectiveness Plan

[ATTACH COMPLETED IEPI PLAN]



California Community Colleges Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021**

Name of Institution: Lassen Community College


Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/Educational Master Plan (EMP)	<p>A.1. Review and refine the college planning process</p> <p>A.2. Review and refine Educational Master Plan (EMP)</p> <p>A.3. Review and update the purpose (and necessity) of each college master plan</p> <p>A.4. Implement a new, separate Budget Committee</p> <p>A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)</p>	<p>A.1. CEO and CIO</p> <p>A.2. CIO</p> <p>A.3. CEO and CIO</p> <p>A.4. CBO and ASP</p> <p>A.5. CBO</p>	<p>A.1.a. Mar 2021</p> <p>A.1.b. Oct 2021</p> <p>A.1.c. Nov 2021</p> <p>A.2.a. Mar 2021</p> <p>A.2.b. Jun 2021</p> <p>A.3.a-d Nov 2021</p> <p>A.4.a. May 2021</p> <p>A.4.b. Sep 2021</p> <p>A.4.c. Sep 2021</p> <p>A.4.d. Jun 2021</p> <p>A.4.e. Jun 2021</p> <p>A.5.a. Sep 2021</p>	<p>A.1.a. Hire consultant to assist in review of planning processes</p> <p>A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT</p> <p>A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current.</p> <p>A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise)</p> <p>A.2.b. Develop new EMP format that also aligns to CCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals).</p> <p>A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting.</p> <p>A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.</p>	<p>A.1.a. Consultant identified and selected for planning process</p> <p>A.1.b. Planning process developed</p> <p>A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.</p> <p>A.2.a. Consultant identified and selected for EMP format development</p> <p>A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.</p> <p>A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.</p> <p>A.4.a. Budget Committee change and structure developed.</p> <p>A.4.b. Determination made and any change is approved via shared governance.</p> <p>A.4.c. Link and clear distinction is determined and approved via shared governance.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. (<i>This would eliminate the IE Master Plan.</i>)</p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMIP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "Promote Institutional Stability," "Advance Institutional Effectiveness," or something similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Strategic Enrollment Management (SEM)	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021</p> <p>B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021</p> <p>B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021</p> <p>B.5.b. Oct 2021</p> <p>B.5.c. Aug 2021</p> <p>B.5.d. Nov 2021</p> <p>B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan.</p> <p>B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM.</p> <p>B.3.b. Create useful reports or dashboards presenting those data. (Also: Reference Fred Trapp report requests)</p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations.</p> <p>B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting student input.</p> <p>B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better.</p> <p>B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCC Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented.</p> <p>B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified.</p> <p>B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified.</p> <p>B.5.b. Communication strategies identified and implemented.</p> <p>B.5.c. Other underserved populations identified.</p> <p>B.5.d. Developed strategies for improved student services.</p> <p>B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a. June 2021 C.1.b. Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery identified. C.1.c. Trainings conducted and attended.	

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RFG-Group, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a.B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty/classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEP/ Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature: 	Date: 25 Feb 21


Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature: 	Date: 2/22/21

EXHIBIT B

IEPI Innovation and Effectiveness Grant Progress Report

District Name	Lassen Community College District
College Name	Lassen Community College

Object of Expenditure	Budget	1 st Quarter Expenditure	1 st Quarter Balance	2 nd Quarter Expenditure	2 nd Quarter Balance	3 rd Quarter Expenditure	3 rd Quarter Balance	Final Expenditure	Final Unspent Balance
1000 Instructional Salary									
2000 Noninstructional Salary									
3000 Employee Benefits									
4000 Supplies and Materials									
5000 Other Operating	\$200,000								
6000 Capital Outlay									
7000 Other Outgo									
Total									

Summary of implementation of activities and expenditures: _____

If expenditures are lower than expected, or might appear to be lower than expected given the reporting period, please include a short description of the expected expenditures through the remaining period of the grant, and indicate whether you expect there to be an unexpended balance at the end of the one-year period of your grant:

*Employee or fringe benefits are not allowable expenditures of monies awarded under this grant.



Monday, April 26, 2021
 Consultation Council 3:00 pm via Zoom-

Public Content

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Karen Clancy	Andy Rupley	Terry Bartley	
Carie Camacho		Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members) Carl Oberriter, Seaira Harrington, Tara Harkema, Sue Kelley, Carol Growdon, Tiffany Montgomery, Roxanna Haynes, Chrisdee Pelfrey, Vickie Ramsey, Melissa Hill, Pat Shannon, Sandra Jonas (board member), Codi Mortell, Kim Clain

1. Meeting Opening

1.01 Call to Order and Roll Call 3:02pm

1.02 Approval of Agenda -approved by consensus

1.03 Approval of Minutes 04/12/2021 – approved by consensus

2. Governance

2.01 AGR IPR-Adam Runyan – Brian Wolf submitted it. Senate approved it at the last meeting. – approved by consensus

2.02 HUS IPR-Adam Runyan – Colleen Baker turned this in. She did an incredible job. This is a great templet to use when making your IPR. – approved by consensus

2.03 AP 4240- Academic Renewal-Adam Runyan – Other campuses around the state have a one year time lapse to submit an academic renewal. Ours is a two year time lapse. We changed ours to a one year time lapse. Thank you KC for all your work on this. – approved by consensus

2.04 Facilities Master Plan-Randy Joslin – We had some marathon sessions with the committee. One of the things we were striving for was streamlining it. Current committee was updated. Priorities were updated. – **approved by consensus**

2.05 2021-2026 LCC ITMP-David Corley – This is late because of the cyber-attack. We followed the standard format that they are wanting all forms to follow. Current committee was updated. Updated priorities. (Randy Joslin)-The visiting accreditation team said that Lassen College does not figure in cost of ownership when figure out the total cost so we have added the wording at the top of the priorities and we will be figuring cost of ownership when figuring out our total cost for each priority. (ask Alison what her question was) – **approved by consensus**

2.06 2021-2026 LCC SSMP-Brady Reed –Updated the current committee. Encompassing elements stayed the same. Updated priorities. A couple minor changes from Randy was filling in the strategic goals and adding the estimated total cost of ownership statement. Put 2021-2026 under non prioritized items. Do we approve NIPR's first or the Master Plans? Normally we approve NIPRs first. – **approved by consensus pending slight edit suggestions by Randy.**

3. Consultation

3.01 ACCJC Draft for Feedback – Randy Joslin – This is the report we have been working on a lot. The version has some track changes on it. It has been through senate. After Consultation Council, it will go to the Board and then to the ACCJC by October 2021. We will have it to them early. We are hoping to give it to ACCJC in June 2021. They will be back to our school in December 2021 or January 2022. When they get here, we will give them an amendment to this report to show all the work we will have done since June 2021. (Trevor Albertson) -This is a great report. This campus put this report together. This report shows the trust we have across the campus for each other. Great work. We have built a great team here. This has been created by campus input far and wide. Roxanna called for a consensus to endorse the rough draft. –

Endorsed by consensus

3.02 SLO Handbook –Adam Runyan- This is in direct dealing of what we are doing in with accreditation. This was reviewed by senate and curriculum. **Consultation Council approved to adopt the handbook.**

3.03 PSLO ISLO Pilot Assessment Project – Adam Runyan- We need to gather better data. We will be giving this out to all of the graduates from a handful of programs so we can gather that data. This is directly dealing with accreditation and what they are asking us to do. This is a two prong approach. Roxanna called for a vote of endorsement. – **Endorsed by consensus**

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – All workgroups reported out. Logos are coming along great. We have had a lot of input from campus with different ideas. Thank you to everyone who have been showing up to the meetings.

5. Accreditation

5.01 Accreditation Updates –

Transfer of Credit Policy (credit for prior learning)-Brady Reed- A new procedure has been approved. In the past our students could only receive credit through credit by exam for any prior learning. There are new ways they can get credit for their prior learning now. The fees section was taken out. SSMP made a recommendation on what fees they felt we should charge and we will send it over to senate. Could a scholarship be used to pay for credit by exam? It depends on the scholarship.

Compliance requirement #10- Complaint policy-Brady Reed- We did not really have just one procedure in the past. We had a few and they were not well explained in the catalog. We are trying to streamline the process. Students will be able to go online on the website and there will be an area for them to fill out their complaint. It will then be sent to HR and then HR will disseminate it to the correct people. It should be going on the website soon. David is working with Maxient now. Staff trainings will be happening soon, also. Sue needs something official for the catalog from Carie and Brady. Brady will follow up with Carie. Brady tried to keep the catalog language pretty simple. If there is anything in conflict with the academic part, they can take that out.

Compliance requirement #6- Randy Joslin- We were written up with accreditation not because we did not have a process but because we were not following our process. The approval process is there. When we have a new position, it goes through the entire planning process. When we have a position that needs to be filled it is taken to cabinet and papers are filled out and conversations are had. Page 9 of the handbook refers to the process.

Compliance requirement #7&8- Randy Joslin- Facilities should be doing a regular evaluation of our facilities. The state should be coming in to do an assessment. They try to do it once every five years. We get a facilities index score for this assessment. The lower the score the better. If you have an FCI of greater than 70%, that means your facility needs to be redone/rebuilt, not fixed. We were at 57.20% in 2018 with over 90% of our facilities being over the 10% threshold of poor. Colleges do bond projects. We are not in position yet to do that. Within our long-range planning, we have not implemented that we need new buildings. We need to add long-range capital planning in the best and most appropriate way. We have been doing a physical assessment of the entire campus, room by room. We are almost done with that. We need to add total cost of ownership.

Compliance recommendation #9-Randy Joslin-There are two main things they found dealing with this delegation of authority. There was a direct contradiction between the two policies. We were also out of date with our updates. The board policy review committee updated and approved these in February 2021. We will be doing the training for the board in June 2021.

Compliance recommendation #12-Randy Joslin- We have a policy but we did not have a scheduled timeline. We do now. It has already been approved by Senate and Consultation Council. We are now living it. The AP's do not need to be approved by the Board of Trustees. Only the BP's do. We are in catch up mode with the schedule right now. We had some policies and procedures that were 10 years out of date. We are now updating them and starting the three month process of approval. We are working on chapter 3 right now. Then we will move on to chapters 6 and 7. Moving forward we will have progress reports.

6. Other-Information/Communication

6.01 Budget and Planning Calendar-Randy Joslin- We need our preliminary budget going. We will be very busy the next month to get caught up on the calendar.

6.02 Budget update-Trevor Albertson. 7 million on hand. 1.27 million in TRAN. We are waiting to see if they are going to defer payments for next year. We are putting together a budget for presentation for June.

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- Would everyone be open to having an emergency meeting to approve the HR Master Plan and do a budget prioritization at the same meeting? We will have meetings on May 10th, 17th and the 24th. May 10th we will have the HR Master Plan and budget the prioritizations.

7. Meeting Closing

7.01 Future Meetings

7.02 Adjourn 4:30 pm

Collapse All

View Progress

+ Module



☰ ▾ Accreditation Overview	✔ + ☰
☰ 📄 Accreditation Awareness Week Kick Off with LCC President, Dr. Trevor Albertson!!!	🔒 ☰
☰ 📄 Lassen Community College Accreditation	✔ ☰
☰ 📄 Accreditation Orientation	✔ ☰
☰ 📄 Accreditation Timeline	✔ ☰
☰ 📄 Accreditation Compliance Requirments and Recommendations	✔ ☰
☰ 📄 ACCJC Accreditation Standards	✔ ☰
☰ 📄 Consultation Council Accreditation Canvas Presentation	🔒 ☰
▶	
☰ ▾ THE BIG PICTURE: SHARED GOVERNANCE	✔ + ☰
☰ 📄 Introduction to Shared Governance	✔ ☰
☰ 📄 2019-2020 Governance Handbook-approved 8.5.20-1.pdf	✔ ☰
☰ 📄 Shared Governance Climate Survey	✔ ☰
☰ ▾ Committee Work	✔ + ☰
☰ 📄 Getting started with Committee Work	✔ ☰
☰ 📄 LCC Committee Structure Matrix	✔ ☰
☰ 📄 Focused Efforts for Committees... ACCJC Compliance Requirements & Recommendations	✔ ☰
☰ 📄 Committee Progress Updates on Compliance Requirements and Recommendations	✔ ☰
☰ 📄 Committee Progress Update Form	✔ ☰
☰ ▾ Planning and Budget Process	✔ + ☰
☰ 📄 Introduction to Institutional Planning and Budget Process	✔ ☰
☰ 📄 2019-2020 Institutional Planning and Budget Development Process Handbook.pdf	✔ ☰
☰ ▾ Outcomes (SLOs & AUOs) Assessment	✔ + ☰
☰ 📄 Introduction to: Outcomes Assessment	✔ ☰
☰ ▾ Student Learning Outcomes	✔ + ☰
☰ Student Learning Outcome (SLO) Creating, Revising and Assessing	✔ ☰
☰ 📄 Introduction to SLOs	✔ ☰
☰ 📄 Creating and Revising Student Learning Outcomes	✔ ☰

Introduction to SLO Assessment	✓	⋮
SLO Assessment Plan (Submit within first week of course)	✓	⋮
SLO Assessment Results (due within 8 district business days of last day of finals)	✓	⋮
Student Learning Outcome (SLO) Mapping	✓	⋮
Student Learning Outcome Map	✓	⋮
Program Student Learning Outcome Map	✓	⋮
For more SLO information...	✓	⋮
Feedback	✓	⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓	⋮



COMING SOON...Administrative Unit Outcomes (AUO)	✓	+	⋮
AUO Breakout Session Fall 2020 Convocation	⊘		⋮
Convocation 2020FA - AUO Breakout Session.docx	⊘		⋮
Feedback	⊘		⋮
Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘		⋮

Instructional Program Review	✓	+	⋮
Introduction to Instructional Program Review	✓		⋮
IPR Orientation	✓		⋮
Approved 2020 IPR Handbook.pdf	✓		⋮
IPR Peer Review and Support	✓		⋮
Approved IPR Peer Review Checklist Rubric.pdf	✓		⋮
2020-2021 IPR Timeline	✓		⋮
Feedback	✓		⋮
Instructional Program Review Process and Information Survey	✓		⋮

COMING SOON... Non-Instructional Program Review	✓	+	⋮
Introduction to Non-Instructional Program Review	⊘		⋮
2015 NIPR Handbook.docx	⊘		⋮
NEEDS CONTENT...2020-2021 NIPR Timeline	⊘		⋮
Feedback	⊘		⋮
Non-Instructional Program Review Process and Information Survey	⊘		⋮

Evidence	✓	+	⋮
----------	---	---	---

Introduction: Evidence	✓	⋮
Meetings	✓	⋮
Introduction to Minutes and Agendas	✓	⋮
Tips: Agendas & Minutes	✓	⋮
Brown Act	✓	⋮
Information for Meetings that use Board Docs	✓	⋮
Using Board Docs	✓	⋮
Information for Ad Hoc Committees and Work Groups that Do Not Use Board Docs	✓	⋮
LCC Ad Hoc Committee - Work Group Agenda Template	✓	⋮
LCC Ad Hoc Committee - Work Group Minutes (Notes) Template	✓	⋮
Handbooks	✓	⋮
Handbook Review/Revision Considerations	✓	⋮
Handbook Covers	✓	⋮
Documents	✓	⋮
File Naming/Document Labeling/Storage	✓	⋮
Feedback	✓	⋮
"Evidence" Feedback Survey	✓	⋮

THE ACCREDITATION QUIZ -- 80% GETS YOU IN THE RAFFLE!!!!	✓ +	⋮
Accreditation Quiz	✓	⋮
Accreditation Raffle Winners	✓	⋮

Open Surveys for Process and Information Feedback	⊘ +	⋮
Shared Governance Climate Survey	✓	⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓	⋮
Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘	⋮
Instructional Program Review Process and Information Survey	✓	⋮
Non-Instructional Program Review Process and Information Survey	⊘	⋮
"Evidence" Feedback Survey	✓	⋮



Monday, April 26, 2021
 Consultation Council 3:00 pm via Zoom-

Public Content

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Karen Clancy	Andy Rupley	Terry Bartley	
Carie Camacho		Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members) Carl Oberriter, Seaira Harrington, Tara Harkema, Sue Kelley, Carol Growdon, Tiffany Montgomery, Roxanna Haynes, Chrisdee Pelfrey, Vickie Ramsey, Melissa Hill, Pat Shannon, Sandra Jonas (board member), Codi Mortell, Kim Clain

1. Meeting Opening

1.01 Call to Order and Roll Call 3:02pm

1.02 Approval of Agenda -approved by consensus

1.03 Approval of Minutes 04/12/2021 – approved by consensus

2. Governance

2.01 AGR IPR-Adam Runyan – Brian Wolf submitted it. Senate approved it at the last meeting. – approved by consensus

2.02 HUS IPR-Adam Runyan – Colleen Baker turned this in. She did an incredible job. This is a great templet to use when making your IPR. – approved by consensus

2.03 AP 4240- Academic Renewal-Adam Runyan – Other campuses around the state have a one year time lapse to submit an academic renewal. Ours is a two year time lapse. We changed ours to a one year time lapse. Thank you KC for all your work on this. – approved by consensus

2.04 Facilities Master Plan-Randy Joslin – We had some marathon sessions with the committee. One of the things we were striving for was streamlining it. Current committee was updated. Priorities were updated. – **approved by consensus**

2.05 2021-2026 LCC ITMP-David Corley – This is late because of the cyber-attack. We followed the standard format that they are wanting all forms to follow. Current committee was updated. Updated priorities. (Randy Joslin)-The visiting accreditation team said that Lassen College does not figure in cost of ownership when figure out the total cost so we have added the wording at the top of the priorities and we will be figuring cost of ownership when figuring out our total cost for each priority. (ask Alison what her question was) – **approved by consensus**

2.06 2021-2026 LCC SSMP-Brady Reed –Updated the current committee. Encompassing elements stayed the same. Updated priorities. A couple minor changes from Randy was filling in the strategic goals and adding the estimated total cost of ownership statement. Put 2021-2026 under non prioritized items. Do we approve NIPR's first or the Master Plans? Normally we approve NIPRs first. – **approved by consensus pending slight edit suggestions by Randy.**

3. Consultation

3.01 ACCJC Draft for Feedback – Randy Joslin – This is the report we have been working on a lot. The version has some track changes on it. It has been through senate. After Consultation Council, it will go to the Board and then to the ACCJC by October 2021. We will have it to them early. We are hoping to give it to ACCJC in June 2021. They will be back to our school in December 2021 or January 2022. When they get here, we will give them an amendment to this report to show all the work we will have done since June 2021. (Trevor Albertson) -This is a great report. This campus put this report together. This report shows the trust we have across the campus for each other. Great work. We have built a great team here. This has been created by campus input far and wide. Roxanna called for a consensus to endorse the rough draft. –

Endorsed by consensus

3.02 SLO Handbook –Adam Runyan- This is in direct dealing of what we are doing in with accreditation. This was reviewed by senate and curriculum. **Consultation Council approved to adopt the handbook.**

3.03 PSLO ISLO Pilot Assessment Project – Adam Runyan- We need to gather better data. We will be giving this out to all of the graduates from a handful of programs so we can gather that data. This is directly dealing with accreditation and what they are asking us to do. This is a two prong approach. Roxanna called for a vote of endorsement. – **Endorsed by consensus**

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – All workgroups reported out. Logos are coming along great. We have had a lot of input from campus with different ideas. Thank you to everyone who have been showing up to the meetings.

5. Accreditation

5.01 Accreditation Updates –

Transfer of Credit Policy (credit for prior learning)-Brady Reed- A new procedure has been approved. In the past our students could only receive credit through credit by exam for any prior learning. There are new ways they can get credit for their prior learning now. The fees section was taken out. SSMP made a recommendation on what fees they felt we should charge and we will send it over to senate. Could a scholarship be used to pay for credit by exam? It depends on the scholarship.

Compliance requirement #10- Complaint policy-Brady Reed- We did not really have just one procedure in the past. We had a few and they were not well explained in the catalog. We are trying to streamline the process. Students will be able to go online on the website and there will be an area for them to fill out their complaint. It will then be sent to HR and then HR will disseminate it to the correct people. It should be going on the website soon. David is working with Maxient now. Staff trainings will be happening soon, also. Sue needs something official for the catalog from Carie and Brady. Brady will follow up with Carie. Brady tried to keep the catalog language pretty simple. If there is anything in conflict with the academic part, they can take that out.

Compliance requirement #6- Randy Joslin- We were written up with accreditation not because we did not have a process but because we were not following our process. The approval process is there. When we have a new position, it goes through the entire planning process. When we have a position that needs to be filled it is taken to cabinet and papers are filled out and conversations are had. Page 9 of the handbook refers to the process.

Compliance requirement #7&8- Randy Joslin- Facilities should be doing a regular evaluation of our facilities. The state should be coming in to do an assessment. They try to do it once every five years. We get a facilities index score for this assessment. The lower the score the better. If you have an FCI of greater than 70%, that means your facility needs to be redone/rebuilt, not fixed. We were at 57.20% in 2018 with over 90% of our facilities being over the 10% threshold of poor. Colleges do bond projects. We are not in position yet to do that. Within our long-range planning, we have not implemented that we need new buildings. We need to add long-range capital planning in the best and most appropriate way. We have been doing a physical assessment of the entire campus, room by room. We are almost done with that. We need to add total cost of ownership.

Compliance recommendation #9-Randy Joslin-There are two main things they found dealing with this delegation of authority. There was a direct contradiction between the two policies. We were also out of date with our updates. The board policy review committee updated and approved these in February 2021. We will be doing the training for the board in June 2021.

Compliance recommendation #12-Randy Joslin- We have a policy but we did not have a scheduled timeline. We do now. It has already been approved by Senate and Consultation Council. We are now living it. The AP's do not need to be approved by the Board of Trustees. Only the BP's do. We are in catch up mode with the schedule right now. We had some policies and procedures that were 10 years out of date. We are now updating them and starting the three month process of approval. We are working on chapter 3 right now. Then we will move on to chapters 6 and 7. Moving forward we will have progress reports.

6. Other-Information/Communication

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6.02 Budget update-Trevor Albertson. 7 million on hand. 1.27 million in TRAN. We are waiting to see if they are going to defer payments for next year. We are putting together a budget for presentation for June.

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Lassen Community College

**Institutional Planning
and
Budget Development Process Handbook**



2020-2021

Adopted by the Lassen Community College Academic Senate – 11/25/20
Presented to Consultation Council – 12/7/20

Table of Contents

PLANNING AND BUDGET DEVELOPMENT PROCESS.....	3
EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS.....	4
LASSEN COLLEGE DISTRICT STRATEGIC PLAN.....	5
PLANNING/BUDGET DEVELOPMENT CALENDAR.....	9
Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT	12
Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA	15
Appendix D: Glossary of Terms	16
Appendix E: LCC Evaluation Survey – Planning Committees	20
Appendix F: LCC Evaluation Survey – Constituent Groups.....	22
Appendix G: : LCC Evaluation Survey – Individuals.....	23

PLANNING AND BUDGET DEVELOPMENT PROCESS

Title 5 of the California Code of Regulations requires that the “[Community College] District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the districts educational planning” (Appendix A: Title 5 Section 58311). Lassen Community College’s planning and budget development process operates within this context.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning document and budget will reflect the college mission statement and strategic goals as established by the Governing Board and presented in Section II – Institutional Section (Appendix B: Mission Statement and Strategic Goals).

The institutional planning and budget development process begins with the instructional program review (IPR) and non-instructional program review (NIPR). The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section I – Institutional Effectiveness, Section II - Educational Master Plan, Section III – Student Services Plan, Section IV - Institutional Technology Plan, Section V - Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan).

The schedule of program reviews is provided in the Instructional and Non-instructional Program Review Handbooks. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years. There are also yearly updates for academic and career technical education that follow the same process when needed for changes in curriculum or budgeting. Area administrators will remind program managers when their program review is due. Academic Senate reminds faculty yearly of due dates for instructional program reviews.

The President’s Office will monitor the program review process. The Governing Board will accept each IPR and NIPR. Upon Board acceptance, the Program Review’s Prioritized Recommendations will be entered by the Director of Institutional Effectiveness and Research in a spreadsheet or database. The spreadsheet with all recommendations from the prior year will be provided to the Academic Planning, Institutional Effectiveness Planning, Facilities Planning, Student Services, Human Resource and Institutional Technology Planning Committees.

- The Office of the President is responsible for housing all the current institutional planning documents and for assuring completion of program reviews as scheduled.
- Copies of institutional planning documents and program reviews are placed on the college website.

Regarding the development of the budget, the Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the Budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.

Budget principles, as presented in Appendix C, are stated in each District Budget document. The following guidelines additionally apply to the development of the Budget:

- a. One-time revenues will be allocated to one-time expenditures; on-going expenditures shall be covered from on-going revenues.
- b. Year-end balances are not budgeted for ongoing expenses.
- c. Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- d. Contractual obligations and fixed costs are budgeted first.
- e. New positions must be fully funded: salaries, benefits, and support expenses.

EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS

The Planning and Budget Development Process is evaluated annually in conjunction with the Governance Process in late April through May. Adoption of the evaluation timeline and any changes to the evaluation instruments is the responsibility of Consultation Council. The evaluation process consists of distribution of evaluation instruments to each of three components:

1. Planning Committee Self-Evaluation Surveys
 - Academic Planning
 - Consultation Council/Strategic Planning
 - Human Resource Planning
 - Institutional Effectiveness Planning
 - Institutional Technology Planning
 - Student Services Planning
 - Facilities Planning
2. Constituent Group Evaluation Surveys
 - Management/Confidential
 - Associated Student Body
 - Classified
 - Administration
 - Academic Senate
3. Individual Surveys (surveymonkey).

The survey results are compiled and presented to Consultation Council by the Director of Institutional Effectiveness and Research for discussion and acceptance of recommendations for inclusion in the next year's handbook. A subcommittee of the Academic Senate including appointees from Consultation Council meets in late May or early June to revise and update the *Institutional Planning and Budget Development Handbook* based upon the accepted recommendations. The Academic Senate acts on the subcommittee recommendations by July and forwards the approved handbook to Consultation Council/Strategic Planning Committee as an information item.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December ____, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

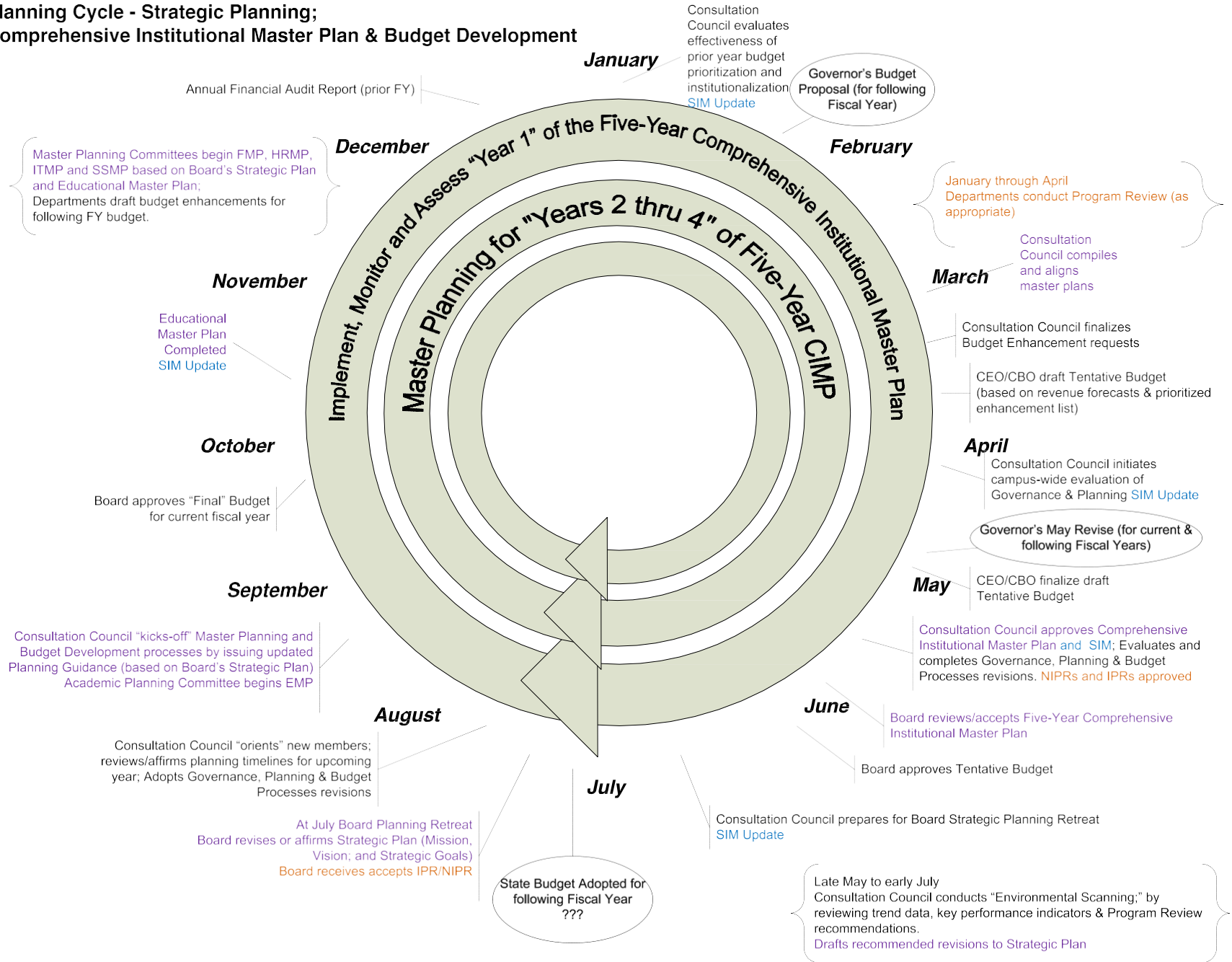
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

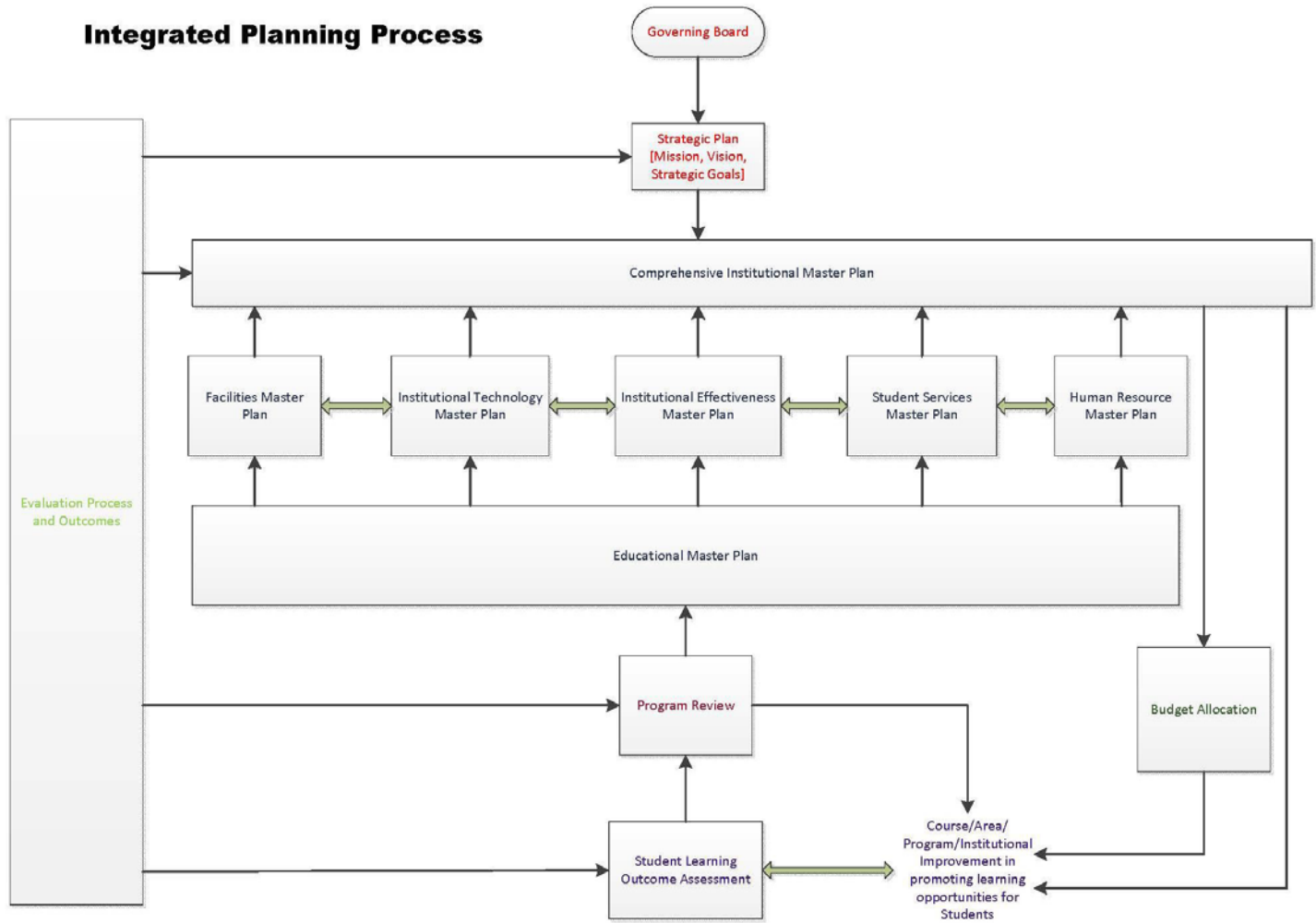
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



**Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development**



Integrated Planning Process



Planning & Budget Input Process Flow Chart



PLANNING/BUDGET DEVELOPMENT CALENDAR

(Orange type = Planning, Black type = Budget Development)

JULY

- Governing Board Planning Retreat
 - Strategic Plan – 1st read at July Governing Board Retreat
 - Presentation of Compiled and Analyzed Data
 - Presentation of Previous Year's Action Plan Evaluation Matrix
 - Presentation of progress on Key Performance Indicators
- Update of *Annual Fact Book* published
- Adoption of revised Institutional Planning and Budget Development Process Handbook by the Academic Senate

AUGUST

- Consultation Council/Strategic Planning Committee develops annual budget prioritization criteria
- Governing Board adoption of Strategic Plan
- Presentation of revised Institutional Planning and Budget Development Process Handbook to Consultation Council

SEPTEMBER

- Presentation of instructional program reviews, non-instructional program reviews, and annual updates to Consultation Council/Strategic Planning Committee and forwarded to Governing Board
- IE office will send the IPR and NIPR data out
- Distribution of Institutional Planning and Budget Development Process Handbook, and Current Year Fiscal Updates/Budget Assumptions
- Governing Board approval of final budget
- Associate Dean of Institutional Effectiveness and Research compiles recommendation from previous years' program reviews and annual updates into spreadsheet
- Status Report of Previous Years Budget Prioritization Spreadsheet presented to Consultation Council – Budget Prioritization Tracking Matrix 1st Quarter Update
- Academic Planning Committee works on development of Educational Master Plan
- Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to determine format of annual master plans.

OCTOBER

- Program Review Recommendation Spreadsheet from previous year program reviews and annual updates forwarded to planning committees by office of Institutional Effectiveness and Research. Recommendations prioritized by the program must include budget needs and requests information as well as justifications from Comprehensive Institutional Master Plan and primary budget prioritization criteria. The same resource allocation process will be utilized for all funding sources.
- Consultation Council/Strategic Planning Committee adoption of Educational Master Plan

- **Status Update on Progress on Annual Planning Agenda (Action Plan Evaluation Matrix) presented to Consultation Council**
- Unit level members (divisions for instructional areas and program areas for non-instructional areas) will meet to prioritize budget requests for unit (division or program area) based on the adopted budget prioritization criteria.
- The prioritized spreadsheet of budget requests for each area will be forwarded to area dean, the office of Institutional Effectiveness and Research, and Consultation Council for inclusion in minutes.
- **Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to review budget recommendations.**
- **Facilities Planning, Human Resource Planning, Institutional Effectiveness Planning, Institutional Technology Planning and Student Services Planning Committees work on development of Master Plans based on Educational Master Plan**

NOVEMBER

- Area administrators will prioritize area budget requests on the spreadsheet based on the adopted budget prioritization criteria in consultation with appropriate planning committee.
- Prioritized list will be forwarded by the area dean to the office of Institutional Effectiveness and Research. and the Consultation Council/Strategic Planning Committee
- **Consultation Council adoption of Institutional Effectiveness Master Plan and Student Services Master Plan**

DECEMBER

- **Consultation Council adoption of Institutional Technology Master Plan**
- Budget Prioritization Tracking Matrix 2nd Quarter Update

JANUARY

- The Chief Business Officer monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The Chief Business Officer will advise the President's Cabinet of any projected budget shortfalls potentially impacting staffing levels.
- The President's Executive Cabinet will forward recommendations based on the projections to the Consultation Council/Strategic Planning Committee prior to any consideration of institutional prioritization of budgetary requests.
- Consultation Council may conduct Listening Forums for campus input
- **Consultation Council adoption of Facilities Master Plan**

FEBRUARY

- Discussions by Consultation Council/Strategic Planning Committee on the recommendations received from the President's Cabinet will occur prior to the third week in February.
- Consultation Council/Strategic Planning Committee will evaluate all budget requests prioritized by unit level managers and area deans. Institutional priorities will be assigned to each budget request.
- The prioritized list (spreadsheet) will be distributed to the campus community at the end of February.

MARCH

- Consultation Council/Strategic Planning Committee will hold open forum budget meetings.
- Funding categories will be assigned to the prioritized list by the Chief Business Officer.

- The recommended prioritized list will be forwarded to President for his consideration and published with Consultation Council minutes.
- Environmental Scan Data Compiled
- Consultation Council adoption of Human Resources Master Plan
- Budget Prioritization Tracking Matrix 3rd Quarter Update

APRIL

- Consultation Council acceptance of master plan revisions as a result of other plans developed since initial adoption.
- Consultation Council/Strategic Planning Committee adoption of the Comprehensive Institutional Master Plan

MAY

- Annual Report on NIPR SLO/AUO Assessment Results (Office of Institutional Effectiveness and Research)
- Annual Evaluation of the planning and governance process conducted by Consultation Council/Strategic Planning Committee
- The Chief Business Officer will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Unit.
- The President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan, presentation to the campus and Governing Board.
- Cut-off date for processing of purchase requisition.

JUNE

- Budget Prioritization Tracking Matrix 4th Quarter Update
- Academic Senate/Strategic Planning Subcommittee incorporated recommendations from the annual evaluation process revising the Institutional Planning and Budget Development Process Handbook
- The President will submit the tentative budget to the Lassen Community College District Governing Board for approval

Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT

Title 5. Education

Division 6. California Community Colleges

Chapter 9. Fiscal Support

Subchapter 4. Budgets And Reports

Section 58311

In any organization certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress. The following principles shall serve as the foundation for sound fiscal management in community college districts:

1. Each district shall be responsible for the ongoing fiscal stability of the district through the responsible stewardship of available resources.
2. Each district will adequately safeguard and manage district assets to ensure the ongoing effective operations of the district. Management will maintain adequate cash reserves, implement and maintain effective internal controls, determine sources of revenues prior to making short-term and long-term commitments, and establish a plan for the repair and replacement of equipment and facilities.
3. District personnel practices will be consistent with legal requirements, make the most effective use of available human resources, and ensure that staffing costs do not exceed estimates of available financial resources.
4. Each district will adopt policies to ensure that all auxiliary activities that have a fiscal impact on the district comport with the educational objectives of the institution and comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.
5. Each district's organizational structure will incorporate a clear delineation of fiscal responsibilities and establish staff accountability.
6. Appropriate district administrators will keep the governing board current on the fiscal condition of the district as an integral part of the policy- and decision-making processes.
7. Each district will effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, staff, and students.
8. Each district will have an adequate management information system that provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision-making, and budgetary control.
9. Each district will adhere to appropriate fiscal policies and procedures and have adequate controls to ensure that established fiscal objectives are met.
10. District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.
11. District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the district educational planning.

12. Each district's capital outlay budget will be consistent with its five-year plan and reflect regional planning and needs assessments. To the extent that the foregoing principles repeat or paraphrase mandates already in existence, these underlying mandates shall continue to be legally binding. Otherwise these principles, by themselves, shall be applied to the extent that existing state and district funding is available.

Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA

BUDGETING PRINCIPLES:

- Transparency
- Broad participation
- Balanced
- Conservative
- Complete/comprehensive (including long term obligations)

BUDGET GUIDELINES AND PRIORITIES:

- Align with College's Strategic Plan (Vision/Mission/Values/Strategic Goals)
- Achieve Strategic Goals – ensuring student success, expanding services and access (growth).
- Transfer resources from indirect (internal) services to prioritize services that directly support student success and program growth.
- Mitigate future risk and avoid future cost increases by finding external (outsourced) solutions for high-risk administrative services.
- Align categorical/restricted programs with Strategic Goals; to the degree possible and allowable, use those funds to support on-going District expenditures even if on a one-time basis. Make maximum use of pro-offered “flexibility with Categorical funds.”
- Recommend level of reserves equal to 15% [approximately two (2) months of operations] – Board Policy 6200 - Budget Preparation.
- To accommodate cash flow shortfalls, implement a disciplined spending plan tied to cash-flow projections with centralized spending control.
- Use inter-fund borrowing in preference to external borrowing, due to added costs and potential conflicts between scheduling of repayment and deferred apportionment.

2019-2020 BUDGET PRIORITIZATION CRITERIA (adopted by the Consultation Council/Strategic Planning Committee – November 5, 2018):

1. **Statutory Mandates and Fixed Costs** – Items we have no control over and which are necessary for the daily operation of the college: salary step increases, benefit increases (STRS, PERS, health, workers comp, etc.), contract agreements, utility increases, software/lease agreement increases.
2. **Regulatory Mandates** – Items that are required by another body, including legislature or Chancellor's Office. These should be brought forward in a program review or addendum since advanced notice is generally given. Evidence of the mandate must be provided.
3. **Health and Safety** – Items determined by administrators to be immediate risks to health and safety will be handled immediately with existing funds and will not go through the budget process. Items addressing health and safety risks as identified in program reviews and/or by Safety Committee will be initially prioritized by Facilities Master Plan and Safety Committees.
4. **Implementation of Strategic Goals** – Items may range from maintenance of existing facilities and programs to program growth, with an emphasis on items supporting or enhancing student learning and success and on items originating in the program review process.

Appendix D: Glossary of Terms

Abatement: The return of part or all of an item of income or expenditure to its source.

Accounting System: (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures, which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Administrative Unit Outcomes (AUOs): Similar to SLOs, administrative outcomes determine what the expected outcomes are for offices and departments that provide services and administrative support rather than instruction.

Annual Appropriation Limit (Gann Limit)

Apportionment: Allocation of state or federal aid, district taxes, or other moneys to community college districts or other governmental units.

Appropriation for contingencies: (formerly termed Undistributed Reserve) That portion of current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year. (becomes the "ending balance" at June 30, and the "beginning balance" at July 1.

Budget: A plan of financial operation for a given period for specified purposes consisting of an estimate of income and expenditures.

Budget document: The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Capital Outlay: The acquisition of fixed assets or additions to fixed asset, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Charts of Accounts: A systematic list of accounts applicable to a specific entity.

Community Services: Educational, cultural, and recreational services, which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contract Services: Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Current Expenses of Education (CEE): EC 84362, CRR 59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in laws and regulations.

Current Liabilities: Amount due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Deferred Income: Revenue received prior to being earned such as bonds sold at a premium, advances received on federal or State program grants, or registration fees received for a subsequent period.

Deficit: Excess of liabilities over assets.

Direct Expenses or Costs: Expenses that can be separately identified and charged as a party of the cost of an activity, department, services, or a product.

Employee Benefits: Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contribution to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Entitlement: An amount of money to which an entity has a right as determined by the granting or awarding party.

Expenses of Education: This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditure 1000 through 5000 and all expenditures of activity from 0100 to 6700.

Expenses: Expenditures made or liabilities incurred for goods and services used in the current year.

Fiscal Year: For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year which can by agreement begin at any time and end one year later.

Fixed Assets: Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

Fixed Costs: Those costs, that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

Full-time Equivalent (FTE) Employees: Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work-load of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be $380/40$ or 9.5 FTE.

Full-time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES)

is one of the workload measures used in computation of state support for California Community Colleges (see form CCF-320, “Apportionment Attendance Report”).

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance: The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

General Fund: The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Indirect Cost: Elements of cost necessary in the operation of the Local Educational Agency (LEA) or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such a determination exceeds the benefit of the determination.

Instructional Aide: A person employed to assist classroom instructors and other certificated personnel in the performance of their duties; in the supervision of students; and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor (EC 88243)

Liabilities: Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past, which must be liquidated, renewed, or refunded at some future date.

Long-term Debt: A loan that extends for more than one year from the beginning of the fiscal year.

Non-Instructional Program Review (NIPR): A program review completed by areas that do not have instructional responsibilities. In cases where a program provides instruction as well as support or services, an IPR will be completed.

Prepaid Expenses: Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums or unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Program Accounting: A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Restricted Accounts: Cash and/or other assets, which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Sales and Use Tax: A tax imposed upon the sale of goods and services. The use tax is paid in lieu of sales tax on goods purchased outside the state, but intended for use in the state.

Self-Insurance Fund: An Internal Service Fund designed to account for income and expenditures of self-insurance programs.

Student Learning Outcomes (SLOs): The expected knowledge, skills or attitudes students will have after completing a course, program, or leaving the institution after accomplishing an academic goal.

Appendix E: LCC Evaluation Survey – Planning Committees

Lassen College Planning, Budgeting and Governance Process Review Planning Committee Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

When answering these questions consider the “planning process” the process used to create the Comprehensive Institutional Master Plan; including but not limited to the work of planning committees (Academic Planning, Student Services Planning, Institutional Effectiveness Planning, Institutional Technology Planning, Facility Planning, Human Resource Planning etc.) as well as the recommendations from IPR and NIPRs and analysis of student learning and administrative unit outcome results.

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc.) does your committee need to perform your assigned tasks?
5. Do you feel your contribution to the planning process is necessary?

6. Do you feel your contribution to the planning process is valued?

Governance Section

1. Did your committee perform during the preceding year as identified in the committee's charge?
2. Identify results (products) of committee activities?
3. Provide suggestions to change or modify the committee charge.
4. Was the committee membership appropriate to implement its charge? If not what changes are needed?
5. Provide an analysis of the participation of the membership. Identify any individual or constituent group representation not in attendance more than fifty percent of the meetings.
6. How could communication between committees and others be improved with regards to governance?

Appendix F: LCC Evaluation Survey – Constituent Groups

Lassen College Planning, Budgeting and Governance Process Review Constituent Group Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc) do you feel the planning committees need to perform their assigned tasks?

Governance Section

1. What is working well in the Shared Governance and Collegial Consultation process?
2. Do you have any suggestions or comments to improve the function of the Share Governance and Collegial Consultation Process?
3. Do you have any suggestions for modifying, adding, or deleting any components of the governance and/or organizational structures of the institution?

Appendix G: LCC Evaluation Survey – Individuals

Lassen College Planning, Budgeting, and Governance Process Review

Individual Survey

Constituent group identification: (faculty, staff, admin, mgmt., student)

How long employed by the college: (0-1 year, 2-5 years, 6+years)

Please answer all questions using the 1 to 5 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The planning process at Lassen College works and produces appropriate institutional plans.

I receive information about institutional planning through a variety of ways (by receiving committee minutes, through committee membership, through my group's representatives on various committees, through open forums).

I know who to ask and where to go for additional information about budgeting, planning, and governance.

The institution plans in the correct areas.

The process I follow to have my ideas heard (through open forums, through representatives, etc) is effective.

The Comprehensive Institutional Master Plan is the appropriate vehicle for institutional planning.

The institutional planning process is appropriately tied to the budget development process

Suggestions for improving the planning and/or governance processes at Lassen Community College:

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
1	SLO Plan and Results forms are inconsistent between Accreditation Canvas webpage and SLO portal...Which do we want? Others needs to go away.	Randy		Should form be a Word form or a fillable form?
2	IPRs consistently need current Curriculum Committee review on all program curriculum before coming to Senate for approval.	Adam/Senate		Adam is aware of this problem and believes this will be done moving forward. Sente has a rubric.
2	No NIPRs have gone through the process this year Why?	Randy		Need to solve any problems holding up NIPRs.
4	IPR Handbook/Template revisions?	Senate		Senate to have by Sept 15
5	Introduction Information	Senate/Randy		Enhance introductory information in IPR Handbook showing intent of IPRs and their fundamental role; Review/Update content regarding revitalization/discontinuance to assure it is in alignment with current practice.
6	Academic Planning Section	Carie/Toni		Consider using Maps to illustrate: Describe and evaluate the program objectives against the LCC Strategic Plan, specifically the mission statement and strategic goals; Identify and evaluate the PSLOs including the relationship between course, program, and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
7	Outcomes Sections	Senate		Explain how does Assessment drives Program improvement. (While program SLOs are listed in the IPRs reviewed, there is no consistent evidence of assessment of outcome achievement and how assessment of drives improvement (II.A.11))
8	Trends and Patterns in Student Outcomes Sections	Randy/Senate		
9	SLO section	Senate/Carie/Tri-Chairs, others?		Reference "Closing the loop concept" better; The IPR is where discussion and analysis of data occur--show link between SLO assessment results, SLO improvement plans and revisions to curriculum and/or budget request (reflection on Implementation of prior improvement of plan(s)--did it work or no? How might it be revised); Need greater, holistic understanding/organization of process "closing the loop" --SLOs, SLO maps (Differentiation between SLOs for degrees and certificates, Ideal number of SLOs for degrees vs certificates, Application of SLO language in writing SLOs (See SLO Handbook)

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
10	Curriculum section	Senate; Carie		<p>Include language re: Curriculum review for all certificates; degrees (course within program is already there)--Reasoning--ADTs need to be reviewed every 4 years; Through Handbook revision and mentorship, emphasize early, thorough curriculum review that is documented and included in IPR by means of completed Curriculum Review Form; Through mentorship emphasize components of comprehensive curriculum review including: Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?; Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?; Does the course outline match the two year plan with regard to sequence of course offerings? Reference SLO map, PSLO Map review/update as part of Curriculum Review for IPR (Consider</p>

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
11	Data Comments	Senate; Randy		Inclusion of data in IPR itself (as appendix is fine) but data must be a part document not provided in separate files/attachments that don't accompany IPR document; Include PSLO assessment--Develop implementation plan with IE including timeline and momentum; Include ISLO assessment-Develop implementation plan with IE including timeline and momentum; Include reflection od date-provide narrative instruction regarding data analysis (Directions on analysis of data PRTR p 22); Address plans for improvement to ISLO/PSLO data--"close the loop:

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
12	Prioritized Recommendations Charts Comments	Senate/Randy/		Through Handbook revision and mentorship, emphasize alignment of items in charts and Planning Agenda narratives--emphasis on SLOs, SLO Improvements plans, mission, strategic goals wherever possible; Include total cost of ownership information as indicated by Randy in CC ("Estimated Cost is equal to the total annualized Cost of Ownership of the allocation request". Discussed at 4-15-21 Accreditation meeting)
13	Potential Edit Items	Senate/Randy/		Include Annual Update Template; Include timeframe for Annual Update Submission; Update rubric to match new revised document
14	Other Considerations to support IPR Quality Improvement	Senate/Randy/		Consider developing a month-by-month task list for completing IPRs over the academic year: Program Overview, Student Outcomes, Curriculum; And offering monthly lunch and learn gatherings (collaborated with Flex?; Consider each Senate Mentor lead one lunch and learn
15	Should the timeline for submission of IPRs/Annual updates be revised to May?	Carie/Toni		
16	NIPR Handbook/Template?	Randy		Base on revised IPR template

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
17	Complete SLO-PSLO mapping	Curriculum Committee		
18	Need a Researcher	Randy		
19	Completion of SLO processes with contextual understanding--closing the loop	Senate/Randy		Vehicle is through IPR revision, IPR orientation and Mentorship, Flex/Convocation/Instructional Design
20	Culture of Evidence	Senate/Randy/Cabinet		Vehicle is through money is, and is not, spent on and how expenditures are justified...inclusion of total cost of ownership in revised IPR/NIPR
21	Data driven decision making	Administration		Follow the planning process
22	Shared understanding of processes.	Administration		Following our processes in a timely fashion, clear communication for understanding processes and timelines; need understanding of impact of not doing this.
23	Engagement	Administration		
24	Complete Next Steps for ACCJC Requirement 1			
	●Academic Senate to take responsibility for annual implementation of the Instructional Program Review (IPR) process.	Senate		
	●Academic Senate to assess and improve the Program Review process and template for Fall 2021 implementation	Senate		
	●Complete the hiring of a SLO Coordinator for Fall 2021	Carie		

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
	●Assess, select, install, utilize and provide training on a new Institutional Research software for Spring 2022.	Randy		
	●Follow the new NIPR schedule			
25	Complete Next Steps for ACCJC Requirement 2: Develop an SLO Process Improvement Timeline			
	Summer 2021: Academic Senate to revise and adopt IPR template	Senate		
	● Include PSLO assessment	Senate		
	● Include a reflection of data	Senate		
	● How does Assessment drive Program Improvement?	Senate		
	●Address plans for improvement to ISLO/PSLO data	Senate		
	●Reference Budget Prioritization Criteria	Senate		
	●Curriculum Evaluation includes SLO/PSLO mapping	Senate		
	●How to "close the loop" on SLO reporting	Senate		
	2021-2022			
	●Cabinet/IEMP to revise and adopt NIPR template	Randy		
	●Connection to the Mission	Randy		
	●Any outside compliance issues (Title 5, ACCJC, etc.)	Randy		
	●Identify how to collect data for all NIPRs	Randy		
	●One student survey for all NIPRs	Randy		
	●Reflection on Data	Randy		
	●Identify Improvements and re-assess to "close the loop"	Randy		
	●IE Office identify data distribution schedule	Randy		

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
	●Finish Institutional Effectiveness spreadsheet for SLO and PSLO mapping in Fall 2021	Randy		
	●Consistent assessment of SLO (Need to address how to "close the loop" on those courses that are not offered every term or even every year. How to flag for instructors to revisit the recommended changes from the previous course offering? Make sure the recommended changes are included in the next course offering and identify if student achievement improved.)	Randy		
	●Consistent mapping, aligning course SLOs to ISLOs, PSLOs, and GESLOs.	Curriculum		
	●Exploration and demo of SLO software system (Spring 2022)	Randy		
	●Conduct post graduate surveys beyond the ones for IPRs due next year.	Randy		
	●Academic Senate to revise and adopt IPR template	Senate		
	●Purchase and begin implementation of student learning outcome system	Randy		
	●Train Institutional Effectiveness, IT, Faculty	Administration		
	●Continue to use stop gap (spreadsheet) to report SLO and Student Achievement Standard until a new software application is selected and successfully implemented.	Randy		
	● Hire a dedicated researcher to provide consistent distribution of data, reporting, and apprised of deadlines that effect that department	Randy		
	●Integration of improved SLO data in IPR	Senate/Randy		

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
	● Integration of IPR prioritized recommendations in planning process	Senate		
	● Evaluation of pilot and move forward with plan to measure PSLOs and ISLOs. Develop improvement plans for furthering robust SLO assessment.	Senate/Randy		
	● Testing of student learning outcome software system(s)	Randy		
	2022- 2023			
	● Complete implementation of student learning outcome system, regularly assess SLOs and PSLOs, ISLOs and Student Achievement Standards.	Randy/Senate		
	● Follow re-evaluation in IPRs/NIPRs	Senate		
	● Report Improvements or modifications	Senate		
26	Requirement 3: Develop methods to further disaggregate data by program and other data elements.	Senate/Randy		In doing this, the College would make the data potentially more usable to further continuous improvement for specific equity groups within the student body.
27	Requirement 6: Demonstrate some sort of mathematical methodology for determining staffing levels?	Administration		Does this need to be done?
28	Requirement 7: Develop a process for "closing the loop" on facilities and equipment needs and requests.	Greg		Suggest sharing of facilities inventory with users.

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
29	Requirement 8: Develop Long-range Facilities Master Plan.	Greg		<ul style="list-style-type: none"> Continue and complete the work of Section A, Integrated Planning/Educational Master Plan (EMP) of the IEPI grant that will result in long range capital planning
30	Requirement 9: Board of Trustee Training, especially on delegation authority.	Trevor		
31	Requirement 12: Adhere to new Board Policy Review Schedule.	Administration		<ul style="list-style-type: none"> Review all board policies according to developed schedule
				<ul style="list-style-type: none"> Review board policies as needed, when needed
				<ul style="list-style-type: none"> Continue annually following the Policy Review Schedule
32	"Close the loop" on SLOs	Senate/Randy		
33	Map all Course SLOs to PSLOs	Curriculum		
34	Completion of NIPRs	Randy		ASAP
35	Review, Assess and Improve Planning and Budget Calendar	Carie/Toni		All master plans need to be at CC by April to start the budget process
36	Filling of Executive Administrative Positions	Trevor		Organization Chart
37	Continuation of SLO Coordinator positions, review and revise duties	Carie		Recommended duties:
		Carie		<ul style="list-style-type: none"> Facilitate training coordinate through flex/convocation
		Carie		<ul style="list-style-type: none"> Serve as a resource to faculty
		Carie		<ul style="list-style-type: none"> Perform a detailed review of alignment between course SLOs and PSLOs

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
		Carie		●Establish a standardized PSLO for all terminal associate degrees
		Carie		●Establish a standardized PSLO for all Transfer associate degrees
		Carie		●Establish recommendations as far as numbers of PSLOs for certificates and degrees
		Carie		●Communicate recommended standardized "target" percent
		Carie		●Revise and update SLO Handbook Annually
		Carie		●Work closely with Institutional Effectiveness and Instructional Designer to integrate SLO assessment software
		Carie		●Develop procedure to update PSLO maps with each Program curriculum change and course SLO maps with any changes to course SLOs
38	How to "Close the loop" for courses not offered every term or even every year	Curriculum; Senate; VPAS; Deans		●How to flag for instructors to revisit the recommendation of changes form the previous course offering?
		Curriculum; Senate; VPAS; Deans		●Make sure recommendation changes are included in the next course offering and identify if student achievement improved.

LCC ACCREDITATION GAP ANALYSIS TRACKING SHEET

	GAP	RESPONSIBLE POSITION	STATUS	NOTES
		Curriculum; Senate; VPAS; Deans		●Do we recommend review in recommended annual updates? Or, dose it need to be a required task?
		Curriculum; Senate; VPAS; Deans		(from page 12 of response to ACCJC, 4-26-21)
39	SLO Concerns			
40	Do we need to keep old SLO maps?	Curriculum; Randy		Would ACCJC want to see them for any reason?
41	How do SLO Maps get efficiently stored so faculty can readily update them with each curriculum related change made?	Curriculum; Randy		Need faculty to see that keeping maps updated needs to occur with every program curriculum change or course SLO change.
42	How would maps integrate with software?	Curriculum; Randy		Do software systems have a means to track and house maps or would they exist in their own files which the data would just be inputted into SLO Assessment software?
43	How to maximize use of Curriculum Technician time in managing SLO maps?	Curriculum; Randy		

2020 August Flex Days Schedule

Day 1 August 12th, Wednesday

presented by

9:00 - 9:30	Introduction	Cheryl Aschenbach
9:30 - 10:30	Engaging students Online	Kysandra Callison
10:30 - 11:30	Equity Minded Online Instruction	Robert Stewart
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 1)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training	Colleen Baker

Day 2 August 13th, Thursday

presented by

9:00 - 10:00	Mental Health Awareness	Seaira Harrington
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:30	How to make your SLO's/AUO's work for you	Lisa Gardiner Chad Lewis Alison Somerville
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 2)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	IPR Orientation/ Planning Overview	Carie Camacho Roxanna Haynes

Day 3 August 14th, Friday

presented by

9:00 - 10:00	COVID-19 and its impact on you and your union	Alan Frey
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:00	COVID-19 general health information	Christi Myers
11:00 - 11:30	COVID-19 campus preparation	Dr. Joslin Chrisdee Pelfrey
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 3)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training	Colleen Baker

Zoom Information and Link

Zoom Setup Instructions

- You can watch [this video](#) to see instructions of downloading Zoom to your computer from the [Zoom website](#).
- When it is time for the meeting, [click here](#) to enter the Zoom meeting room or click “join” on the Zoom meeting software and use the meeting ID: **934 774 954 18**. Watch [this video](#) for a step-by-step instruction.
- If you prefer to copy and paste the Zoom meeting link into your browser, here is the URL: <https://cccconfer.zoom.us/j/93477495418>
- All 3 days of the 2020 August Flex Activities will be conducted in the same Zoom room.

General Zoom Participation Rules

1. Please **turn on your video** and **mute your audio**.
**You can do these by [clicking the audio/video icon](#) at the bottom of the Zoom interface.
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2020 August Flex Activities Description

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8/12 (Wed) 9:30 - 10:30

presented by Kysandra Callison (LCC faculty)

Exploring tips, techniques and ideas for creating a Canvas platform that keeps your students engaged, participating and learning. Use the Canvas built-in tools to build a flexible platform that can be used for every subject. Incorporate external content, assessments, activities, and individual and group exercises to present any material to any age group. Exercise full control over the material and the environment. Be creative, motivate students and have fun.

How to Make your SLOs/AUOs work for you

8/12 (Thurs) 10:30 - 11:30

presented by Lisa Gardiner, Chad Lewis, and Alison Somerville (LCC Accreditation Tri-Chairs)

We will be reviewing the importance of SLOs/AUOs, how they can work for your program, and look at mapping of SLOs/AUOs to the mission. Doesn't this sound exciting? This breakout session can save you time from having to do this review outside of your work day. [Accreditation Standard 2 (I.B.2, I.B.4, II.A.3, II.A.11, II.A.14)].

Canvas Training

8/12 (Wed), 8/14 (Fri) 14:50 - 15:50

presented by Colleen Baker (LCC faculty)

The two Canvas Training will be covering the same content. This workshop is an introduction to Canvas course development and is intended for novice Canvas users. Topics covered will be: Where to find your Canvas course, emailing students from Canvas, creating a page that links to a website or saved file, creating an assignment, creating a forum discussion, entering student grades and comments, how to see student participation through Course Analytics, how to submit grades via Canvas, and how to use Zoom via Canvas.

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8/13 (Thurs) 9:00 - 10:00

presented by Seaira Harrington (LCC Behavioral Health Program Manager)

This presentation will provide an overview on college student mental health awareness. How to recognize signs and how to assist students with mental health issues. Seaira will provide additional resources and share what the Behavioral Intervention Team (BIT) has been working on for LCC.

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presented by Carie Camacho and Roxanna Haynes (LCC Interim Deans of Instruction)

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presented by Alan Frey (CTA Region 2 Representative for the LCFA)

With the pandemic crisis continuing it is vital that faculty know what their rights are and what the union is doing to protect your health and welfare as you begin the fall semester. We will cover what the Governor and the Chancellor's office dictates as well as the legal rights of faculty and the union to insure the safety of your profession.

Canvas Accessibility Training

Learn how to evaluate courses for accessibility and apply accessibility!

8/12 (Wed), 8/13 (Thurs), and 8/14 (Fri) 13:00 - 14:30



Webinar Series Description & Details

In an online course, you never know what abilities your students may have. Build proactively to ensure all of your students have the opportunity to be successful. Applying accessibility is another layer of design, but managing accessibility is a lot easier in Canvas! Learn the most effective approach to training faculty in Canvas accessibility and creating accessible course content.

Participants will learn how to determine the best format for delivering content (should remain as a PDF, in a Word Doc, or a Canvas page?), explain how formatting impacts assistive technologies' ability to access and interpret information, utilize the Rich Content Editor to properly format content pages using the acronym 'LIST', and provide accessible to instructional video materials.

California Community Colleges' Accessibility Center's instructional designer, Liesl, is here to make your lives easier! *Exclusive to participants, you will receive access to the free following digital goodies:*

- Newly updated UDOIT-approved Canvas course layouts to provide faculty an accessible foundation for faster course design
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Outcomes

- Determine the best format/strategy for delivering content, whether it should remain as a PDF, in a Word Doc, or a Canvas page.
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- Utilize the Rich Content Editor to properly format content pages using the acronym 'LIST'.
- Run the Canvas' Page Accessibility Checker/LMS Accessibility Checker and interpret its results to remediate inaccessible instructional materials.

Presented by **Liesl Madrona**


Ms. Madrona, M.Ed. in Learning Design & Technology, is an Instructional Designer Accessibility Specialist for the Accessibility Center, a grant project funded from the California Community Colleges Chancellor's Office and located at the CCC Technology Center at Butte College. Ms. Madrona focuses on designing and developing online self-paced accessibility micro-courses for professional development. Ms. Madrona's passion to create equitable courses led her to other vital projects in the CCC system.



This training is provided by [CCC Accessibility Center](#)

How to make your SLO's/AUO's work for you

Student Learning Outcomes (SLOs) are a best practice of quality instruction, and a key component of Accreditation Standards identified by the Accrediting Commission for Community and Junior Colleges (ACCJC). Utilizing SLO assessment, and evaluation processes can **aid you and your students by enhancing your instruction**, and benefits all of us; students, faculty, staff, administration, and the community by **maintaining an accredited institution**.



LCC has received the sanction of “Warning” from ACCJC

- ▶ **Sanctions:** serve as an indicator of the severity of noncompliance by an institution. The determination is based upon the conditions of the college, and its history of compliance with standards. Institutions are advised that the U.S. Department of Education requires recognized accrediting bodies to terminate accreditation when an institution is determined to be out of compliance with any Eligibility Requirement, Accreditation Standard, or Commission policy.
- ▶ **Warning.** An institution has been determined by the Commission not to meet one or more standards, the deficiencies lead to serious noncompliance with the Standards, and Reaffirmation for 18 months is not warranted.

▶ *Policy on Commission Actions on Institutions, ACCJC*



SLO Assessment



Really, SLO's??? WHY!!!

(Because SLOs are referenced as part of the 12 Recommendation ACCJC has tasked us with for improvement to maintain Accreditation.)

- Recommendation 2: In order to meet the standard, the team recommends the College regularly **assess student learning outcomes at the course, program, and institutional level** (TR-18, 19, 20)

Course SLO Assessment

Current negotiated process:

[Instructional Faculty responsibilities include:]

Participating in Student Learning Outcome (SLO) Assessment to include the:

- ▶ Preparation and submission of an **SLO Assessment Plan for each class within one week of the first meeting of the class.**
- ▶ Implementation of the assessment method as indicated on the SLO Plan for each class, and
- ▶ **Submission of the (a) results of the assessment method and (b) steps taken as result of the assessment within eight (8) District business days after the last day of finals.**
- ▶ Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

LCFA CBA 7.2.17

Course SLO Assessment Form

SLO Assessment Form
gets emailed to Sue
Kelley at:
[LCCacademicservices@
lassencollege.edu](mailto:LCCacademicservices@lassencollege.edu)

At the beginning of the
term you submit the
highlighted information,
at the end of the term
you complete the
remainder of the form
and email it to Sue a
second time; fully
completed.

Semester:

Subject:

Course Number:

Section Number:

SLO Number (e.g. 1):

Number of Students Assessed:

Number of Students who Achieved SLO Target:

Assessment Method (e.g. course project):

Proposed Action (Describe action to facilitate change):

Name (last, first):



Course SLO locations

- ▶ Course SLOs are listed in course outline
 - ▶ Course outlines are located



Academics

- Degree and Certificates
- Program/Certificate Requirements
- 2 Year Academic Plans
- Program Costs
- Course Outlines

- ▶ Revising Course SLOs requires Curriculum Committee Action



Course SLO

Targets and Measurements (Assessment Methods) (you need to know these to complete the SLO Assessment form)

- ▶ Targets (standards you expect students to meet) and course measurements (assessment methods) are located on SLO maps... located in the portal:

- ▶ www.lassencollege.edu

LCC Portal:>Faculty And Staff>SLO

In the left hand column, under "AUO and course SLO Mappings" listed by course

Click on course

Course Maps

- Targets and Measurements are located in the right column on the SLO map:



LASSEN COMMUNITY COLLEGE

COURSE SUBJECT & NUMBER: BIOL 1

COURSE TITLE: Principles of Molecular & Cellular Biology

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Education Student Learning Outcomes(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
1, 2	1, 2, 6,7	Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.	Measure: Project Target: 70% of students will achieve 70% or higher.



Course Maps: Improvements needed...

- ▶ Current course maps need to be updated
- ▶ Some courses are not mapped
- ▶ Fall 2020 Convocation we will have a Course mapping activity using an updated form.
- ▶ Becoming aware of the current mapping form will provide context for the convocation activity
- ▶ If you don't find a mapping for your course, this is the time to start drafting one for submission. See prior completed maps for ideas. Bring your questions to Convocation.



SLO Assessment Submission Recap: What? When? Where?

- SLO Assessment Form location:

www.lassencollege.edu

LCC Portal:>Faculty And Staff>SLO


Under “Documents” in the Center Column click on:

“Blank SLO Assessment Form”

- Within the first week of course- Complete top 5 items on form
- Within 8 days of last day of finals complete the remainder of the form
- **At beginning and end of term Submit form to Sue Kelley at:**
LCCacademicservices@lassencollege.edu



Course Mapping



What about Program and Institutional SLOs assessment (from Recommendation 2)?

- ▶ Mapping course SLOs to program SLO's, Institutional SLOs (GESLOs where appropriate) and the LCC Mission and...
- ▶ Including this in Instructional Program Reviews to be used in our planning processes
- ▶ Enables us to meet ACCJC recommendations that are more broad....



SLO>PSLO>ISLO>GESLO>Mission

- ▶ Recommendation 1: In order to meet the standard, the team recommends the College **assess the accomplishment of its mission through program review, student learning outcomes, and student achievement.** The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of **institutional effectiveness and academic quality.** The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities (TR-17, 18, 20, 30, 35)

Draft SLO Mapping Form

– Upcoming Accreditation Activity Preview



LASSEN COMMUNITY COLLEGE PROGRAM / SLO MAPPING:

COURSE SUBJECT & NUMBER:

COURSE TITLE:

Program relationship to Mission (check all that apply):

Transfer


Economic/Workforce Development

Basic Skills

SLO MAPPING:

Indicate, by number, the Program Student Learning Outcome, Institutional Student Learning Outcome(s) and the General Education Student Learning Outcome/s (where applicable) each Course Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Course Number	COURSE SLO(s)	PSLO	ISLO	GESLO	Measurement
	1.				Measure: Target: 80% of students will achieve 70% or higher.
	2.				
	3.				
	4.				
	5.				



Mapping involves looking at each Student Learning Outcome/Mission area and making associations between them:

- Course SLO (SLO)
- Program SLO (PSLO)
- Institutional ISLO (ISLO)
- General Education SLO (GESLO)
- Mission



PSLOs are found:

- ▶ Lassencollege.edu

About

Institutional Effectiveness


Outcomes Assessment

- ▶ [Program Student Learning Outcomes](#)
- ▶ Are they linked to ISLO?

Institutional Student Learning Outcomes

ISLOs

- Institutional Student Learning Outcomes
- (Revised by Consultation Council -March 19, 2009 and Academic Senate- March 23, 2009)
- Upon the completion of any course, educational activity or program, the student will demonstrate improvement in one or more of these areas:
- **ISLO 1: Communication**
Ability to listen and read with comprehension and the ability to write and speak effectively.
- **ISLO 2: Critical Thinking**
Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
- **ISLO 3: Lifelong Learning**
Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
- **ISLO 4: Personal/Interpersonal Responsibility**
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.
- Strategic Goal Alignment



General Education Student Learning Outcomes GESLOs

- ▶ Lassen College has developed local GE SLO's to be considered when submitting a course through the curriculum process.
- ▶ The purpose of general education is to provide a diverse and well round educational experience across disciplines. Those courses can support our mission and Institutional Student Learning Outcomes by preparing students to communicate effectively, think critically, develop and apply personal/interpersonal responsibility, and encourage life long learning.
- ▶ The purpose of measuring GE SLO's is to improve our GE curriculum. As a result of that process it helps to fulfil our mission to provide quality transfer, career technical, basic skills programs that prepare students to succeed.



General Education SLOs (GESLOs)

- ▶ **General Education Student Learning Outcomes**
- ▶ **GESLO 1:** Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
- ▶ **GESLO 2:** Explain and analyze relationships between science and other human activities.
- ▶ **GESLO 3:** Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
- ▶ **GESLO 4:** Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
- ▶ **GESLO 5:** Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
- ▶ **GESLO 6:** Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
- ▶ **GESLO 7:** Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
- ▶ **GESLO 8:** Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.
- ▶ Institutional Student Learning Outcomes General Education Student Learning Outcomes
Student Learning Outcomes Program Student Learning Outcomes Administrative Unit Outcomes WEAVE



LCC Mission

➤ Mission:

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.



Easier Tracking and Reporting???

- ▶ <https://youtu.be/ZVNu3CeJ528>
- ▶ An easier way to tie SLO's to PSLO's to ISLO's
- ▶ Thoughts???



Thoughts???

Questions???



2020 August Flex Days Schedule

Day 1 August 12th, Wednesday

presented by

9:00 - 9:30	Introduction	Cheryl Aschenbach
9:30 - 10:30	Engaging students Online	Kysandra Callison
10:30 - 11:30	Equity Minded Online Instruction	Robert Stewart
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 1)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training	Colleen Baker

Day 2 August 13th, Thursday

presented by

9:00 - 10:00	Mental Health Awareness	Seaira Harrington
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:30	How to make your SLO's/AUO's work for you	Lisa Gardiner Chad Lewis Alison Somerville
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14:30 - 14:50	Break time	
14:50 - 15:50	IPR Orientation/ Planning Overview	Carie Camacho Roxanna Haynes

Day 3 August 14th, Friday

presented by

9:00 - 10:00	COVID-19 and its impact on you and your union	Alan Frey
10:00 - 10:10	Stress relieving meditation	Carrie Nyman
10:10 - 10:30	Break time	
10:30 - 11:00	COVID-19 general health information	Christi Myers
11:00 - 11:30	COVID-19 campus preparation	Dr. Joslin Chrisdee Pelfrey
11:30 - 13:00	Lunch Break	
13:00 - 14:30	Canvas Accessibility Training (Day 3)	Liesl Madrona
14:30 - 14:50	Break time	
14:50 - 15:50	Canvas Training	Colleen Baker

Zoom Information and Link

Zoom Setup Instructions

- You can watch [this video](#) to see instructions of downloading Zoom to your computer from the [Zoom website](#).
- When it is time for the meeting, [click here](#) to enter the Zoom meeting room or click “join” on the Zoom meeting software and use the meeting ID: **934 774 954 18**. Watch [this video](#) for a step-by-step instruction.
- If you prefer to copy and paste the Zoom meeting link into your browser, here is the URL: <https://cccconfer.zoom.us/j/93477495418>
- All 3 days of the 2020 August Flex Activities will be conducted in the same Zoom room.

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This training is provided by [CCC Accessibility Center](#)

From: [Carie Camacho](#)
To: [LCC Faculty - FT](#); [David A Corley](#); [Randall S. Joslin](#)
Subject: IPR Orientation materials
Date: Thursday, October 15, 2020 11:58:57 AM
Attachments: [IPR Overview Presentation.pptx](#)

Hi Everyone,

We held our IPR Orientation this morning. If you missed it and would like to review the Power Point presentation or watch the recorded Zoom session, I've included them in this email. Please let me know if you have any questions.

Have a great day. Carie

Topic: IPR Orientation
Date: Oct 15, 2020 08:18 AM Pacific Time (US and Canada)

Share recording with viewers:

<https://cccconfer.zoom.us/rec/share/zlm4Po0SGIYBkqxsTyd2gECnKPlC8fqk8Aqb8hk76iN2PMg7er5s-Z1xdreZjAuk.BtdPGlec3nHRax4m>



IPR ORIENTATION

October 15, 2020





Why do IPR's???

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by ACCJC, is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen College.

The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans.

The IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The lack of completion of IPR's was a huge concern for ACCJC as IPR's, along with SLO's, need to be the driving force in decision making. By not completing these documents, we're essentially telling ACCJC we do not plan.



- Transfer instructional programs are required to complete an IPR every 4 years
- Career/technical instructional programs are required to complete an IPR every 2 years
- A complete IPR is considered to be a one-year process.
- IPR's rely on:
 - data provided by the Office of Institutional Effectiveness
 - Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Instructional Effectiveness and faculty input
 - Feedback from student evaluations
 - Assessment results from student learning outcomes and dialog based on the outcome assessment results

IPR Senate Assigned Mentors:

Fine Arts (Including Art History/Studio Art) – Adam Runyan

Humanities (Including English) – Colleen Baker

Developmental Studies – Andy Rupley, Yuting Lin

Mathematics/Natural Science – Colleen Baker, Yuting Lin

Physical Education Athletics – Andy Rupley, Yuting Lin

Fire Technology – Tom Downing

Gunsmithing – Tom Downing

Human Services – Andy Rupley

Allied Health – Cleeste Wiser

Welding – Adam Runyan

Administration of Justice – Colleen Baker

Automotive Technology – Colleen Baker

Agriculture – Adam Runyan

Child Development – Andy Rupley

Digital Graphic Design – Adam Runyan

Senate IPR Mentors help the discipline faculty stay on track with the IPR timeline. Senators will use an IPR rubric to use while working with the faculty.

TIMELINE FOR IPRS IN-SEQUENCE (ON TIME)

Fall (year prior to IPR due date)	Activities
September	<ul style="list-style-type: none">• CTE Faculty: Review/Update Advisory Board Roster (Changes require Board of Trustee Action) Send updated roster to President's Office by 10-2-20 to be put on Board Agenda for October• (optional to submit) IPR Annual Updates due
October	<ul style="list-style-type: none">• Receive IPR Data• Complete IPR Orientation• Student Evaluation #1 administered and compiled by the Office of Institutional Effectiveness• Consider Initial meeting with IPR Team and Academic Senate Mentor<ul style="list-style-type: none">○ Begin Curriculum Review<ul style="list-style-type: none">▪ Review/Update curriculum including; Examine Course Outline of Record: currency of text (within last 7 years for transfer courses), course offering timeline (2 year plan), relevancy of student learning outcomes, construct SLO maps• CTE Faculty: Updated Advisory Roster approved at Board of Trustees Meeting• CTE Faculty: Schedule Advisory Board Meeting
November	<ul style="list-style-type: none">• Continue IPR Team meeting(s)• CTE Faculty: Hold Advisory Board Meeting: Curriculum changes require Advisory Board action

TIMELINE FOR IPRS IN SEQUENCE (ONTIME) CONTINUED...

Spring (semester prior to IPR due date)

Activities

January

- Draft IPR document
- Prepare curriculum for submission to Curriculum Committee next month. Early submission encouraged

February

- Student Evaluation #2 administered and compiled by the Office of Institutional Effectiveness
- Inclusion of Student Evaluation #2 data into IPR Document
- Submission of course reviews/revision to Curriculum (the earlier the better) Textbook changes effective for Fall must be submitted to Curriculum Committee by end of February to be incorporated in Datatel for Fall registration.

March-April

Draft/edit IPR

May

Draft of IPR to Senate for review and input

Fall (IPR Submission)

Activities

August

Finalized IPR submitted to Academic Senate and Academic Dean for acceptance

September

Senate approved IPR submitted to Board of Trustees

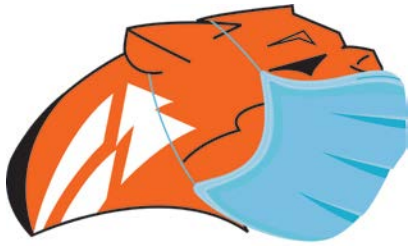
October

IPR recommendations to planning committees

ACCJC site visit with review of IPR documents completed as scheduled

TIMELINE FOR IPRS OUT OF SEQUENCE (LATE)

Fall (year after IPR due date)	Activities
September	<ul style="list-style-type: none"> • CTE Faculty: Review/Update Advisory Board Roster (Changes require Board of Trustee Action) Send updated roster to President's Office by 10-2-20 to be put on Board Agenda for October • (optional to submit) IPR Annual Updates due
October	<ul style="list-style-type: none"> • Receive IPR Data • Complete IPR Orientation • Student Evaluation #1 administered and compiled by the Office of Institutional Effectiveness • Initial meeting with IPR Team and Academic Senate Mentor <ul style="list-style-type: none"> ○ Begin Curriculum Review <ul style="list-style-type: none"> ▪ Review/Update curriculum including; Examine Course Outline of Record: currency of text (within last 7 years for transfer courses), course offering timeline (2 year plan), relevancy of student learning outcomes, construct SLO maps • CTE Faculty: Updated Advisory Roster approved at Board of Trustees Meeting • CTE Faculty: Schedule Advisory Board Meeting
November	<ul style="list-style-type: none"> • Continue IPR Team meeting(s) • Draft IPR document
December	<ul style="list-style-type: none"> • Prepare curriculum for submission to Curriculum Committee next month. Early submission encouraged
January	<ul style="list-style-type: none"> • Submission of course reviews/revision to Curriculum (the earlier the better) Textbook changes effective for Fall must be submitted to Curriculum Committee by end of February to be incorporated in Datatel for Fall registration.
February	<ul style="list-style-type: none"> • Student Evaluation #2 administered and compiled by Academic Services • Inclusion of Student Evaluation #2 data into IPR Document
March	Finish drafting/editing IPR document
April	Draft of IPR to Senate for review and input
May	Submit finalized IPR to Senate and Academic Dean
June	IPR submitted to Board of Trustees



INSTITUTIONAL EFFECTIVENESS PAGE

Employees Employees

https://mylassen.lassencollege.edu/employee/Pages/default.aspx

Carle Camacho

ICC LASSEN COMMUNITY COLLEGE

Menu

Lassen Portal > Employees

Employees

Search

Campus Events

August 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Unread Messages

You Have 6 Unread Messages

Lassen College Email

Quick Links

- LCC Website
- Canvas
- Lassen College Canvas site for Onli
- Starfish
- Report Server
- Report Server
- LCC HireTouch
- LCC Email
- Colleague UI 5
- BoardDocs

Institutional Effectiveness Institutional Effectiveness

https://mylassen.lassencollege.edu/IE/Pages/default.aspx

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Menu

SHARE FOLLOW Notifications

Year : 2012 and Earlier (15)

continuously build and support a culture of evidence through the provision of institutional research studies, effectiveness enhancing methodologies and innovative strategic planning approaches to increase institutional and student performance.

IPR Reference Documents & Forms

- NAME
- 2018-19 IPR Handbook
- Blank SLO Assessment Form
- IPR Annual Update Template
- IPR Due Dates and AS Mentors (Updated 8-27-19)
- IPR Template

NIPR Reference Documents & Forms

- NAME
- 2015 NIPR Handbook
- AJO Blank Template
- NI Program Review Status_Sept 4,2019
- NIPR Annual Update Template
- NIPR Template

Frequently Asked Questions

ANSWER Frequently Asked Questions

- Question : When are my SLO Assessment results due to the Office of Instruction?
- Question : Where can I get my program review data? (1)
- Question : Where do I report my SLO Findings? (1)

Dashboards

- Student Analysis
- Course Completion
- Basic Skills Course Analysis
- Department & Session Analysis
- Degree & Certificate Completion

Quick Links

- Infomagnus (Equity Data) Coming Soon...
- Infomagnus (IPR Data) Coming soon...
- Blank SLO Assessment Form Blank form for submitting SLO assessment results to the office of Instruction
- AJO Blank Template Blank Template for developing your AJO's
- SLO Web Page Information on all things SLO



Q & A

if 2020 was a slide



**LASSEN COMMUNITY COLLEGE EDUCATIONAL MASTER
PLAN**



2020-2025

Section IV – Five Master Plans

1. Educational Master Plan and Academic Staffing Plan

I. INTRODUCTION

From its establishment in 1925, Lassen Community College has provided comprehensive educational program offerings. Beginning in 1935 with the Forest Technology program, the college has developed and revised a mix of academic and career technical programs appropriate to the mission of a California Community College. Originally built as one of the state’s “small but necessary” campuses, the college continues to provide comprehensive educational programs, in spite of its small size.

The college is committed to providing quality education offerings that meet the diverse needs of its student population. The college currently offers forty (40) associate degrees twenty-two (22) certificates of achievement, and seventeen (17) certificates of accomplishment within twenty-five (25) credit programs. Two (2) Certificate of Achievements were added in the areas of Small Business Management (2019-2020) and Geographical Information Systems (2020-2021). In 2019-2020, 266 associate degrees, 125 certificates of achievement and 16 certificates of accomplishment were awarded. A complete list of degrees and certificates can be found in the LCC Catalog.

II. ACADEMIC PLANNING COMMITTEE

The Educational Master Planning Committee, comprised of two division chairs, Lead Counselor, Chief Instructional Officer, Dean of Instruction, Chief Student Services Officer, a curriculum committee representative, Academic Senate President, two classified representatives, and two management representatives, is charged with the responsibility of addressing instructional planning needs for the college. The committee develops the Educational Master Plan and meets to discuss and make recommendations regarding present and future needs to sustain academic excellence.

Guided by the mission statement and strategic goals approved by the Governing Board, the Academic Planning Committee relies on recommendations from instructional program reviews to inform the development of the Educational Master Plan. The Educational Master Plan consists of five Annual Action Plans covering each Academic Year from 2020-2021 to 2024-2025. The Annual Action Plans are reviewed and updated annually in the fall term. The five-year plan is presented to Consultation Council by the Educational Master Planning Committee for approval prior to its presentation to the Facilities, Institutional Technology, Human Resources, Student Services, and Institutional Effectiveness Master Plans for incorporation into their respective plans.

EDUCATIONAL MASTER PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2020-2021 Educational Master Planning Committee:

Carie Camacho – Chief Instructional Officer
Roxanna Haynes – Instructional Dean
Brady Reed – Chief Student Services Officer
Andy Rupley - Division Chair, Science/Business
Lisa Gardiner - Division Chair, Humanities /Social Science
Chad Lewis – Representative from the Curriculum/Academic Standards Committee
Adam Runyan – Academic Senate President
Alison Somerville – Lead Counselor
Motare Ngiratmab – Classified Member
Michael Blaschak, Classified Member
Terry Bartley – Management Member
Michell Williams, Management Member
David Corley, Institutional Effectiveness
Bridget Gowin, Management Member (ALT)

III. 2020-2025 ACADEMIC ENCOMPASSING ELEMENTS

The Educational Master Plan articulates a pathway to maximize the student experience through five all-encompassing elements: Professional Development, Capacity Building, Program Development, Outreach Implementation, and Vision: Institutional Development. This pathway is the driving force behind all college planning and implements the college mission statement, identifies recommendations made through instructional program reviews, and utilizes strategic goals approved by the Governing Board.

Element I – Professional Development

People are our most important asset. In this regard, it is imperative that faculty, staff and administrators have support to maintain currency through discipline-specific development opportunities in addition to training on emerging technologies and techniques, curriculum design, assessment of student learning outcomes, and adult learning theory.

Element II - Capacity Building

Today's educational environment requires colleges to deliver curriculum in alternative and innovative ways. As a result, the college recognizes the need for relevant technology. The college continues to build its capacity in classroom technology, increasing the number of classroom computers, and in providing professional development.

Element III --- Program Development

Strengthening and enhancing existing programs, as well as developing new programs, will sustain Lassen Community College's educational leadership in Northern California. The incarcerated student program is growing to include multiple degrees with delivery of face-to-face education on three yards at High Desert and one yard at CCC. Additionally we serve the fire house students who also reside at CCC. The Healthcare programs have expanded to include MA, LVN, EMT, CNA and Phlebotomy. The College is currently examining with individual school districts in Plumas and Modoc counties, new partnerships that will provide for additional concurrent and dual enrollment programs. The College is exploring exciting partnership opportunities with the University of California Merced. Dual Credit, Certificate and pathway programs in short-term vocational disciplines are being developed with Lassen High School. Fire Science has finalized contracts with CalFire and the US Forest Service. A CalFire Academy is continuing to grow as well as our on-campus program. Welding and Auto Technologies have developed curriculum to further advance their programs. The Auto Technology Program has obtained ASE Education Foundation accreditation.

The general education programs are strong and growing in the areas of distance education and asynchronous/synchronous education.

Element IV – Outreach Implementation

Lassen College serves a large geographic region and has a commitment to provide necessary training opportunities to all of its constituents. Currently under consideration, there are two different approaches to meet the community needs: continuing education and community service.

Element V – Capital Development

The pathway elements provide the foundation for continued institutional development. Visions expressed for consideration of growth, but not yet determined feasible include infrastructure upgrades such as: air conditioning, remodeling of instructional spaces, expanded area for Fire Science and Administration of Justice and upgraded fitness and athletic facilities.

ACADEMIC STAFFING PROPOSAL 2020-2025 (recommended staffing positions in priority order) In the case of position vacancies in Academic Services, positions are to remain budgeted until the need for position replacement is evaluated by VP of Academic Services, the Master Planning Committee and recommendations for filling or repurposing the position through the EMP.

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Timeframe	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Funding Source
Math IPR	2,3,4		1 FT Math Instructor	2018-19	\$84,000.00	Both on-campus and prison assignments	1	1	General
EMP	2,3,4		1 FT Geology/Physical Science Instructor	Fall 2018	\$84,000.00	Both on-campus and prison assignments	3	2	General
2014 Athletics IPR	2,3,4		1 Adjunct Cross-Country Coach	2015-16	\$15000 - \$25,000	Increased enrollment, co-ed sport	9	3	General
2017 Welding IPR	1		1 FT faculty	Fall 2019	\$84,000	Offer new courses for advanced manufacturing program/increase FTE's		4	General
2018 Natural Science IPR	2,3,4		Hire an additional Instructional Support specialist II to adjust additional faculty hires and mathematics lab activities	Spring 2019	\$40,000	Provide support for more student-centered opportunities in the classroom. Increased student success. Mitigation of student success issues arising from AB 705 problems		5	General
Athletic IPR	1,2,3,4		Paid Assistant Coaches	2018-19	\$40,000.00		10	6	General
EMP	1,2,3,4		1 FT Automotive Technology Instructor	2018-19	\$84,000.00	Anticipate increased enrollment because of NATEF certification	4	7	General
2016 Correspondence NIPR	2,4		Hire part time (20 hr. per wk.) Administrative Assistant I - Correspondence	2018-19	\$19,000.00	Student success	1	8	General
EMP	2,3,4		1 FT English/Speech Instructor	2018-19	\$84,000.00	Both on-campus and prison assignments	1	9	General
AGR IPR	1,2,3,4		1 FT Agriculture Instructor	2018-19	\$84,000.00		6	10	General
Vocational Nursing IPR	1,2,3,4		1 FT Health Occupation Instructor	2018-19	\$84,000.00		1a	11	General
EMP	1,2,3,4		1 FT Foreign Language Instructor	Fall 2018	\$84,000.00	Both on-campus and prison assignments	5	12	General
2020 Business IPR	1		1 FT Faculty	Fall 2020	\$84,000	Higher student completion		13	General
2020 Business IPR	3		1 Instructional Support Specialist 3	Summer 2020	unknown	Increased retention/completion		14	General

ACADEMIC BUDGET REQUESTS 2020-2025 (recommended one-time expenditures in priority order)

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Timeframe	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Funding Source
2019 Work Exp. IPR	3		Railings circling the top of internal stair well in Humanities need to be redesigned to reduce small child fall hazard.					1	General
2017 Welding IPR	1,4		Install ventilation for welding booths in TR102	Someday when convenient	\$80,000	Health/safety and expand student capacity		2	General
2017 Welding IPR	1,4		Improve the current ventilation system in TR103	Someday when convenient	\$40,000	Health and safety		3	General
2019 Work Exp. IPR	3		Assessment and correction of control inadequacies in HU 204, HU 205, and HU 206 is needed for students and staff comfort and health.					4	General
2014 Physical Education IPR	2,3		Budget a minimum of \$5,000 to purchase new equipment (or replace old equipment)	Immediate inclusion in budget process for 2015-2016 budget	\$5,000.00	Better functioning and safer machines; up-to-date equipment and technology	10	5	General
2014 Natural Science/Math IPR	2,3,4		Replace Autoclave	Fall 2018	\$9,600.00	Immediate need to replace aging equipment to provide current technology for instruction in laboratory science classes	2	6	General
2014 Athletics IPR	1,3,4		Purchase game ready control unit w/ ankle, knee & shoulder wraps	2018-19	\$3,600.00	Better healthcare treatment for athletes	2	7	General
2014 Athletics IPR	1,3		Add one Whirlpool to the Athletic Training Center Room w/ installation	2015-16	\$5,379.00	Allow more students to take advantage of the whirlpool therapy	4	8	General
2019 Admin of Justice IPR	4		Acquire driving and/or force option simulators that can be utilized for POST mandated and approved training course.	Fall 2020	\$30,000-\$50,000	Provide localized POST mandated training for local law enforcement.		9	General
2019 Work Exp. IPR	4		Update Work Experience Marketing Materials	Fall 2020	unknown	Provide potential Work Experience students, and student worksites with professional marketing materials to inform and recruit.		10	General
2017 Welding IPR	1		Add electrical drops for welding booths	Someday when convenient	\$5,000	Expand student capacity and increase graduation rates		11	General
2017 Welding IPR	1,4		Improve lighting TR102/TR103	Someday when convenient	\$5,000	Provide a working environment that enhances productivity		12	General

2014 Athletics IPR	2,4		Purchase an online video system such as HUDL	2018-19	\$3000 (5 or more teams)	This is helpful teaching tool for coaches. Sending more players to four year schools and recruiting future athletes.	9	13	General
2019 Admin of Justice IPR	3		Locate, renovate, or acquire dedicated instructional and /or lab space that can be utilized for multi-day training course and scenarios.	Fall 2020	unknown	Dedicated Educational.Lab space to house AJ program and training equipment		14	General
2020 Business IPR	4		Clean out storage	April 2020	unknown	ADA compliant		15	General
2020 Business IPR	4		Building emergency exit (?)	Summer 2020	unknown	Federal/State compliant		16	General
2020 Business IPR	3		Remove Fixtures	Summer 2020	unknown	Clean, neat, organized		17	General
2018 Natural Science IPR	1,4		Add a second small copier for student use in the central area of Math-Science building	2018-2019	unknown	Avoid FERBA violations and provide backup printer in the Math-Science building		18	General

ACADEMIC BUDGET REQUESTS 2020-2025 (recommended on-going expenditures in priority order)

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Timeframe	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Funding Source
2014 Athletics IPR	2,3		Repair/replace damaged athletic equipment in the fitness center	2018-19	\$20,000.00	Better functioning and safer machines; longer machine life span which decreases costs overall. Address health & safety concern! More professional and clean facility; safer surfaces; easier to clean and maintain; easier to prevent disease transmission.	8	1	General
2018 Natural Science IPR	4		Hazardous waste disposal (chemical and preserved specimens)	Ongoing/ annually	\$2,000	Provide safe and environmentally sound learning and working environment		2	General
2014 Athletics IPR	2,3,4		Add Cross Country program	2018-19	\$48,000.00	Increased enrollment, co-ed sport	9	3	General
2018 Natural Science IPR	1,3		Continue purchase of NETTUTOR	ongoing	Currently in budget	Provide tutoring opportunities leading to improved student success		4	General/ categorical
2014 Athletics IPR	2,3,4		Increase funds for recruitment	2018-19	\$10,000.00	Increased enrollment, more competitive teams	4	5	General
2014 Natural Science/Math IPR	2,3,4		Initiate a replacement of equipment budget for the natural science/mathematics program in order to systematically replace out-of-date	On-going for at least several years	\$10,000.00	Provide current technology for instruction in laboratory science classes	2	6	General

			equipment.						
2018 Natural Science IPR	2,4		Add equipment repair budget for biological and physical science	Ongoing	\$2,000	Timely repair of essential science equipment		7	General
2019 Work Exp. IPR	3		Update work Experience laptop and desktop computers and classroom Smart boards based on IT department replacement schedule to maintain currency in effectiveness in serving student needs.	unkown	unknown	Maintenance of instruction to students with current technology.		8	General
2019 Admin of Justice IPR	4		Increase directed advertisement and promotion of the AJ program.	Immediately and on-going	Minimal	Increase enrollment		9	General/ grant funded
2020 Business IPR	3		Data accuracy/relevance	2020/2021	unknown	More accurate and informative IPR		10	General
2020 Business IPR	4		Replace four instructor laptops	Beginning cycle Nov. 2020	unknown	Increased efficiency		11	General
2020 Business IPR	3		Clean/maintain rolling laptops	Beginning cycle Nov. 2020	unknown	Extended life		12	General
2020 Business IPR	4		Software updates on laptops	ongoing	unknown	Extended life and efficiency		13	General
2020 Business IPR	4		Projector maintenance (CCC, HDSP & On-campus)	ongoing	unknown	Extended life		14	General
2020 Business IPR	4		Smart board maintenance	ongoing	unknown	Extend life and student engagement		15	General
2020 Business IPR	4		Desk screens and keyboards	ongoing	unknown	Efficiency improvement		16	General

Items completed per October 2020 review

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Timeframe	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Funding Source
2015 Vocational Nursing IPR	1	1	1 FT Nursing Instructor	2018-19	\$84,000.00	Hire adequate staff according to projected FTW's for 30 students	1	1	General
ARC NIPR	1,2,3,4	6	FT ISS 1 - Library	Fall 2018	\$48,000.00	Allow Library to be opened extended hours. Student success.	7	6	General
2015 Vocational Nursing IPR	3	12	Make a Director of Allied Health position either full-time director to oversee all VN and all HO programs or allow Director 50% release time for	2018-19	\$7000 (addition to present \$25000 director stipend)	If one Director is over all Health Occupations programs, there will be better coordination and less duplication of supplies	4	12	General

			director duties							
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Convocation Schedule—Fall 2020



Session	Item and Zoom Link	Time
I.	<p>Welcome— Brady Reed, Interim VP of Student Services President’s Address to the College—Dr. Trevor Albertson Zoom link: https://cccconfer.zoom.us/j/91966819995?pwd=czdzemFualVzTVJvQnRDc2RFVnZHZz09 Meeting ID: 919 6681 9995 Password: lassen</p> <p>Call in phone number: 1-669-900-6833 this is the same number for each meeting, just the meeting ID is different.</p>	9:00-9:15
II.	<p>Accreditation Report and Priorities for 2020-21 (Toni Sommers, Accreditation Consultant and Accreditation Tri-Chairs) Same zoom link as above.</p>	9:20-9:50
III.	<p>SLO/AUO Assessment Work – (These will be recorded)</p> <ul style="list-style-type: none"> ○ SLO Breakout (instructional faculty responsible for assessing student learning outcomes)—Accreditation Tri-chairs Zoom link: https://cccconfer.zoom.us/j/98817036420 Meeting ID: 988 1703 6420 ○ AUO Breakout (all others, non-instructional)— David Corley & Dr. Randy Joslin Zoom link: https://cccconfer.zoom.us/j/99730209332 Meeting ID: 997 3020 9332 	9:55-10:45
	Break	10:45-10:55
IV.	<p>What does it mean to be Equity-Minded and Culturally Competent in a Diverse Society? Guest Speaker: Dr. Jacques Whitfield—Consultant, Presenter, Trainer, and former Yuba College Chief Human Resources Officer. Zoom link: https://cccconfer.zoom.us/j/91679556569?pwd=bno3bEdTajRzd3pTd2k1aXRsdU5Xdz09 Meeting ID: 916 7955 6569 Password: equity</p>	11:00-11:55
	Lunch	12:00-1:00

Convocation Schedule—Fall 2020

V.	<p>Break-out Sessions:</p> <p>Option 1: <i>How to Help Students with Signs of Mental Illness and LCC’s draft Crisis Protocol.</i> Seaira Harrington, Behavioral Health Program Manager Zoom link: https://cccconfer.zoom.us/j/99682260672?pwd=SVZ3TnVJR2haVVJrdDNHSEtnSIBFUT09 Meeting ID: 996 8226 0672 Password: 617025</p> <p>Option 2: <i>Learn about our newly-funded TRIO Grant Program and Other New Support Services for Students.</i> Brady Reed, Interim VP of Student Services Zoom link: https://cccconfer.zoom.us/j/95093300542?pwd=TUZoMmxYUHFYTVms2RxMUZHRkd2QT09 Meeting ID: 950 9330 0542 Password: TRIO</p>	1:00- 1:30
VI.	<p>Division Meetings (Instructional , Student Services, Admin Services)</p> <ul style="list-style-type: none"> • <u>Instructional:</u> Zoom link: https://cccconfer.zoom.us/j/95191340544 Meeting ID: 951 9134 0544 • <u>Student Services:</u> Zoom link: https://cccconfer.zoom.us/j/93518736092?pwd=cFhMRkNFcmpKcW1JU2NBUHZvYmZIUT09 Meeting ID: 935 1873 6092 Password: student • <u>Admin Services:</u> Zoom link: https://cccconfer.zoom.us/j/95693874859 Meeting ID: 956 9387 4859 	1:40- 2:30
VII.	<p>Union Meetings (LCFA, CSEA, Managers & Confidential)</p> <ul style="list-style-type: none"> • LCFA: Zoom link: https://cccconfer.zoom.us/j/99444354011?pwd=ZnRaZFVUnpDUxo2WS9FRmIndTdadz09 Meeting ID: 994 4435 4011 Password: 013194 • CSEA: Zoom link: https://cccconfer.zoom.us/j/92624672940?pwd=aExPVXg2Zk9hMDZVNTEyY29Zc00vdz09 Meeting ID: 926 2467 2940 Password: CSEA 	2:40- 3:30



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VII.	<p>Union Meetings (LCFA, CSEA, Managers & Confidential)</p> <ul style="list-style-type: none"> • LCFA: Zoom link: https://cccconfer.zoom.us/j/99444354011?pwd=ZnRaZFVUnpDUxo2WS9FRmIndTdadz09 Meeting ID: 994 4435 4011 Password: 013194 • CSEA: Zoom link: https://cccconfer.zoom.us/j/92624672940?pwd=aExPVXg2Zk9hMDZVNTEyY29Zc00vdz09 Meeting ID: 926 2467 2940 Password: CSEA 	2:40- 3:30

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.
- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow
- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements
- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

- October The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
- October Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
- October Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
- November/December Initial meeting of the IPR Team and Senate mentor (if desired).
- November-May The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
- February Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
- August The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
- September The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
- October IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents.
- Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

- Fine Arts (including Art History and Studio Art)
- Humanities (including English)
- Mathematics/Natural Science
- History/Social Science/Sociology/Psychology/Anthropology
- Physical Education

Career/Technical Programs — 2-yr cycle

- Administration of Justice (including related POST information)
- Agriculture
- Automotive Technology
- Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
- Information Systems
- Graphic Design
- Fire Technology
- Gunsmithing (including related NRA)
- Human Services
- Allied Health (including Vocational Nursing, CNA, Medical Assisting)
- Welding Technology

Special Academic Programs — 4-yr cycle

- Athletics
- Developmental Studies
- Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u>	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

<u>II. PROFESSIONAL DEVELOPMENT</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25
<u>III. STUDENT OUTCOMES</u>	26
<u>DESCRIPTION/EVALUATION</u>	26
<u>PLANNING AGENDA</u>	26
<u>IV. PRIORITIZED RECOMMENDATION</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN</u>	27
<u>SECTION THREE: FACILITIES PLANNING</u>	27
<u>I. FACILITIES</u>	27
<u>DESCRIPTION/EVALUATION</u>	27
<u>PLANNING AGENDA</u>	27
<u>II. PRIORITIZED RECOMMENDATIONS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN</u>	28
<u>SECTION FOUR: TECHNOLOGY PLANNING</u>	28
<u>I. TECHNOLOGY</u>	28
<u>DESCRIPTION/EVALUATION</u>	28
<u>PLANNING AGENDA</u>	28
<u>II. PRIORITIZED RECOMMENDATIONS</u>	29
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	29
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS</u>	29
<u>PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN</u>	29
<u>ATTACHMENT A:</u>	30
<u>ATTACHMENT B:</u>	31
<u>ATTACHMENT C:</u>	32
<u>ATTACHMENT D:</u>	33
<u>ATTACHMENT E:</u>	34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
[Click here to enter text.](#)
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)
3. Describe any facilities needs identified by assessments of student learning outcomes
[Click here to enter text.](#)
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.
[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

LASSEN COMMUNITY COLLEGE MASTER PLAN OVERVIEW

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
Yuting Lin
Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.



Wednesday, October 14, 2020
Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or

+12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

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Subject 1.02 Approval of Agenda

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

Subject 1.04 Approval of Minutes - Special Meeting

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 IPR Handbook

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action

File Attachments
[2020 IPR Handbook-1 - 10.14.20.docx \(1,646 KB\)](#)

Subject 3.02 IPR Peer Review Checklist/Rubric

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action

Recommended Action Approve Peer Review Checklist/Rubric

File Attachments
[IPR Review form.docx \(28 KB\)](#)

Subject 3.03 Fire Technology Certificate of Achievement Basic Wildland Firefighter

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action

Recommended Action Approve Basic Wildland Firefighter CA

File Attachments
[Basic Wildland Firefighter Cert of Achievement.pdf \(172 KB\)](#)

Subject 3.04 FS 64B Instructor II - Instructional Development

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action

Recommended Action Approve FS 64B

File Attachments
[FS 64B Instructor 2 Instructional Development.pdf \(183 KB\)](#)

4. Discussion

Subject **4.01 Budget Development Handbook**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[2019-2020 Planning Budget Handbook.pdf \(816 KB\)](#)

Subject **4.02 AP 4235 Credit for Prior Learning**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[AP 4235 CPL.docx \(22 KB\)](#)

Subject **4.03 Administration of Justice IPR**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[AJ_POST IPR_2020_Senate Review.pdf \(4,194 KB\)](#)

5. Information

Subject **5.01 Correspondence Faculty Handbook**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

File Attachments
[Correspondence Faculty Handbook - Approved.docx \(113 KB\)](#)

6. Reports

Subject **6.01 Administration**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
 Category 6. Reports
 Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject 6.02 Senators

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
 Category 6. Reports
 Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
 Category 6. Reports
 Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
 Category 6. Reports
 Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
 Category 7. Closed Session
 Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject 8.01 Adjournment

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items



Wednesday, September 23, 2020
Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

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 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	<p>Hi there, Adam Runyan is inviting you to a scheduled Zoom meeting. Topic: Academic Senate Time: This is a recurring meeting Meet anytime Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152# Or Telephone: Dial: +1 669 900 6833 (US Toll) +1 253 215 8782 (US Toll) +1 346 248 7799 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 301 715 8592 (US Toll) Meeting ID: 940 5661 8152 International numbers available: https://cccconfer.zoom.us/u/aenfr5qDT Or Skype for Business (Lync): SIP:94056618152@lync.zoom.us</p>

Subject **1.02 Approval of Agenda**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject **3.01 GIS CA Program Placement**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Place GIS Program

Subject **3.02 Correspondence Faculty Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Correspondence Faculty Handbook

File Attachments

[Correspondence Faculty Handbook Update 9.16.20.docx \(112 KB\)](#)

[Correspondence Faculty Handbook.doc \(288 KB\)](#)

Subject **3.03 Curriculum and Academic Standards Committee Charge**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Reaffirm charge with changes.

File Attachments

[Curriculum and Academic Standards Committee Charge.pdf \(49 KB\)](#)

Subject **3.04 2020-2021 IPR Timeline Addendum**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Discussion

Revised IPR timeline for this year only.

File Attachments

[IPR Timeline.docx \(14 KB\)](#)

[2020-2021 IPR Timeline.docx \(20 KB\)](#)

Subject **3.05 Transfer Policy**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Transfer Policy

File Attachments

[Transfer Policy.docx \(18 KB\)](#)

[Transfer-of-Credit ASSJC.pdf \(59 KB\)](#)

Subject **3.06 Curriculum/Academic Standards Committee**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Assign vacant spot of Curriculum Academic Standards Committee for 2020-2021 year

4. Discussion

Subject **4.01 Budget Development Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments

[2019-2020 Planning-BudgetDevelHandbook.docx \(1,200 KB\)](#)

Subject **4.02 IPR Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

Update and Edit IPR Handbook

File Attachments
[2019 IPR Handbook-1.docx \(1,688 KB\)](#)

Subject 4.03 IPR Review Form

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

IPR Review Checklist/Rubric. This document will aid our IPR Mentors when reviewing programs and become a tool for future reviews.

File Attachments
[IPR Review form.docx \(28 KB\)](#)

5. Information

Subject 5.01 ASCCC Faculty Empowerment Leadership Academy

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

Applications Open - Faculty Empowerment and Leadership Academy (FELA) | Due November 1, 2020

The ASCCC proudly introduces the new Faculty Empowerment and Leadership Academy (FELA), a one-to-one mentoring program designed to meet the needs of our diverse faculty in the California community college system. The program will provide opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year (starting in spring 2021 and ending in summer 2022).

FELA will focus on the development of faculty from groups historically underrepresented within higher education leadership, such as Black/African American, Latinx, Native American, Asian-Pacific Islander, and women. The academy will provide opportunities to connect with leaders, empower faculty to seek leadership roles, and provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

Are you interested in being a FELA Mentor or Mentee? Please complete the attached application and submit to FELAAcademy@asccc.org by 5:00 p.m. on November 1, 2020. Mentors and Mentees will be notified of

their application status on December 15, 2020. For more information on FELA or Mentor/Mentee expectations please visit our FELA webpage. Please direct any questions to FELAAcademy@asccc.org.

File Attachments

[Mentee Application Fall 2020 R.docx \(57 KB\)](#)

[Mentor Application Fall 2020 R.docx \(56 KB\)](#)

Subject **5.02 Credit for Prior Learning (CPL) Internal Approval Process**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

Solidify Credit for Prior Learning (CPL) policies and procedures into our internal approval process.

Suggested Stakeholder Starting Point

- Student Services Faculty
- Instructional Faculty
- Administration Allies (ideally in a leadership role)
- Student Learning Outcomes Subject Matter Expert (SME)
- Articulation SME
- CTE SME
- Veterans Services
- Records/Registrar Staff
- Evaluator
- Dean of Strong Workforce
- Chair of Counseling
- Research and Policy (R&P) Director
- Curriculum Chair
- Senate President and Vice President
- Professional Development Coordinator
- Director of IT

File Attachments

[Credit for Prior Learning Sample Cross-walk_Automotive.xlsx \(820 KB\)](#)

[Credit for Prior Learning Cross-walk Template.xlsx \(20 KB\)](#)

6. Reports

Subject **6.01 Administration**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject 8.01 Adjournment

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:03 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Sue Kelley.

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes

September 23, 2020 Senate Meeting minutes

(Rupley/Baker MSCU)

1.04 Approval of the Minutes

October 7, 2020 Special Meeting Minutes

(Rupley/Baker MSCU)

2. Public Comment

None

3. Action

3.01 IPR Handbook

Reviewed suggested changes made to the handbook, to include noting location of annual update template, language related to revitalization/discontinuance policy, handbook approval methods, and minor language changes. Motion to approve with changes.

(Downing/Rupley MSCU)

3.02 IPR Peer Review Checklist/Rubric

Lisa Gardiner provided a template/Rubric for mentors to use for IRP review. Form is a living document, and will need updates in the future but is a valuable tool for current IPR review.

(Downing/Lin MSCU)

3.03 Fire Technology Certificate of Achievement Basic Wildland Firefighter

This is a new certificate, which replaces the Fire Technology Certificate of Accomplishment

(Downing/Baker MSCU)

3.04 FS 64B Instructor II - Instructional Development Course

New classes added to the Fire Technology discipline. Course has been reviewed in Curriculum Committee.

(Downing/Rupley MSCU)

4. Discussion

4.01 Budget Development Handbook

Senate President Runyan needs more information to update this handbook and is hoping to obtain the information and have item back for approval next meeting.

4.02 AP 4235 Credit for Prior Learning

Comprehensive review and updating to this AP is needed to meet new guidelines. This is in progress and the policy will be brought back at a future meeting. It was discussed that there may be funds available to help finance the crosswalks required.

4.03 Administration of Justice IPR

First review by Senate and comments received. IPR will be action item next meeting.

5. Information

5.01 Correspondence Faculty Handbook

This handbook has been reviewed by Dana Armeson, LCC Correspondence Coordinator and updates have been made.

6. Reports

6.01 Administration

Carie Camacho shared that all programs have received their IPR data. Human Services does not have a full-time instructor to complete the IPR, so negotiations will be underway to offer the special assignment to faculty. Also, employee evaluations are underway and going as planned. Camacho thanked the Academic Senate for their work and support.

6.02 Senators

Andy Rupley is trying something new as a division chair. He is recording "how to" videos on topics like syllabus development, attendance sheets, grading, etc. and could share those videos if there is a desire. It was suggested that he create a Canvas shell to house the videos.

Adam Runyan will be attending the Academic Senate Area A meeting this next Friday.

6.03 LCFA

None

6.04 Guided Pathways

The LCC Foundation approved and will be providing \$100.00 gift cards/month to hire students this semester. In the past, they were given gift cards for services on campus, but since those services are all closed due to COVID, another option was sought.

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:14 pm
(Baker/Rupley MSCU)

Respectfully Submitted,
T. Downing

Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:04 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Sue Kelley, Chad Lewis.

1.02 Approval of Agenda

(Baker/Rupley – Consensus)

1.03 Approval of the Minutes

September 9, 2020 meeting minutes.

(Baker/Lin MSCU)

2. Public Comment

None

3. Action

3.01 GIS CA Program Placement

It was placed in Business to get it off the ground, but should be a new program and named as Information Systems. We are still working out who will be in charge of the program, as only Adjunct Instructors will be teaching for now.

(Downing/Rupley MSCU)

3.02 Correspondence Faculty Handbook

Handbook has had a comprehensive review and update. It has been updated with new information and examples. Discussion to change when correspondence packets are due. Motion to approve, with the change of language to refer to being notified by correspondence office when correspondence packets are due.

(Wiser/Rupley MSCU)

3.03 Curriculum and Academic Standards Committee Charge

Reaffirm charge with changes of added “via zoom in the charge” and “Program SLO’s in number 4 of the charge.

(Rupley/Lin MSCU)

3.04 2020-2021 IPR Timeline Addendum

The current IPR timeline is already behind. To complete past due, or out of sequence, IPR’s a timeline Addendum will be needed. Timeline Addendum discussed by Lisa Gardiner. This addendum is to facilitate the completion of the late IPR’s in a timely fashion. Workflow for Academic Senate and Curriculum Committee was considered in creating this timeline.

(Downing/Baker MSCU)

3.05 Transfer Policy

Motion to table item and set for special meeting for approval.

(Rupley/Wiser MSCU)

3.06 Curriculum/Academic Standards Committee

Assign vacant spot of Curriculum Academic Standards Committee for 2020-2021 year

Appoint Thomas Robb to the Curriculum Committee
(Downing/Baker MSCU)

4. Discussion

4.01 Budget Development Handbook

This was discussed at Consultation Council and it actually should belong in Academic Senate. The handbook will be reviewed, edited and brought back for approval.

4.02 IPR Handbook

Lisa Gardiner shared that the handbook has been updated with some housekeeping for clarity and accuracy. The dates were also updated. It is ready for action. A comprehensive review and update should take place and be ready for the next evaluation cycle. Senators requested to review prior to bringing back for approval.

4.03 IPR Review Form

Lisa Gardiner shared the new IPR Review Form for IPR Mentors to use in reviewing the draft IPR's.

5. Information

5.01 ASCCC Faculty Empowerment Leadership Academy

It will be November 1, 2020. They are looking for Mentors and Mentees. If someone is interested, please let President Runyan know.

5.02 Credit for Prior Learning (CPL) Internal Approval Process

Roxanna Haynes shared this is supposed to be approved by December 31, 2020. It was discussed that we already have a BP and AP for Credit by Exam, and we may just need to update this policy to meet the requirements. Further investigation and work will be completed and the item will be brought back for approval as needed.

6. Reports

6.01 Administration

Roxanna – Committed to online modality for spring 2020. Tri-Chairs are doing a fantastic job with accreditation.

6.02 Senators

Yuting Lin – Seaira Harrington and her are working on a Suicide Prevention plan and wanting direction on how to get the plan approved. Suggested to talk with HR/Planning Committee and Safety Committee before considering bringing to Consultation Counsel for discussion.

6.03 LCFA

None

6.04 Guided Pathways

Group met last week, nothing to report at this time

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:01pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing



Monday, October 12, 2020
Consultation Council 3:00 pm via Zoom-

Consultation Council is the 2nd and 4th Monday of each month at 3:00pm via Zoom. This will continually be the link used to sign on. Everyone is welcome.

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/91692120907>

Meeting ID: 916 9212 0907

Or iPhone one-tap (US Toll): +16699006833,91692120907# or +13462487799,91692120907#

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International numbers available: <https://cccconfer.zoom.us/u/abmP3nXcS>

Or Skype for Business (Lync):

SIP:91692120907@lync.zoom.us

1. Meeting Opening

Subject 1.01 Call to Order and Roll Call

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Student Services Planning Committee (Brady Reed)
(if not already members)

Subject **1.02 Approval of Agenda**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes 09/28/2020**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type minutes, action

File Attachments

[Consultation Council Minutes 9.28.2020 draft.pdf \(40 KB\)](#)
[Consultation Council Minutes 9.28.2020 draft.pdf \(40 KB\)](#)

2. Governance

Subject **2.01 BP 4235 Credit for Prior Learning**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action, governance

Every district must revise and approve revisions to BP and AP 4235 - Credit for Prior Learning by December 31, 2020. The Board of Governors Proposed Revisions to Title 5 Regulations of Curriculum and Instruction 8-21-2019 state : ""By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and Implemented."

Academic Senate is working to update AP 4235 to reflect the new Credit for Prior Learning language and will bring it forward to Consultation Council for review and approval.

File Attachments

[BP 4235 CPL.pdf \(13 KB\)](#)

Subject **2.02 Strategic Plan Revision-Tri Chairs**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action, governance

File Attachments

[Lassen College Strategic Plan 2019.pdf \(89 KB\)](#)
[Strategic Plan revision ideas Sept2020.docx \(28 KB\)](#)
[Strategic Plan 2019.doc \(248 KB\)](#)
[Strategic Plan 2019_Revision.pdf \(65 KB\)](#)

Subject **2.03 Budget Prioritization Worksheets**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type

This was the last spreadsheet presented to Consultation Council. EMP committee is working to update this document with information from recent IPRs. The EMP committee will present an updated spreadsheet for Consultation Council's review by the October 26, 2020 CC meeting.

File Attachments
[Budget Prioritization for 2018-19 Planning Cycle.pdf \(254 KB\)](#)

3. Consultation

Subject **3.01 IPR Timeline-Adam Runyan**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type information

File Attachments
[2020-2021 IPR Timeline.docx \(20 KB\)](#)

4. Guided Pathways

Subject **4.01 Guided Pathways Update-Brady Reed**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 4. Guided Pathways

Type information, minutes

5. Accreditation

Subject **5.01 Accreditation Update**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 5. Accreditation

Type information, discussion

- Co-Chair Introduction
- Upcoming plans
- The importance of documentation and processes

6. Other-Information/Communication

Subject **6.01 Budget update-Garrett Taylor**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type information

Trevor will discuss:

- Reopening
- Budget
- Accreditation Update

7. Meeting Closing

Subject 7.01 Future Meetings

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type information

October 12, 2020
October 26, 2020
November 9, 2020
November 23, 2020
December 14, 2020 OR December 7

Subject 7.02 Future Agenda Items

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

- Budget Handbook approval
- BP 4235 Update to include Credit for Prior Learning

File Attachments
[2019-2020 Planning Budget Handbook.pdf \(816 KB\)](#)

Subject 7.03 Adjourn

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

What would you like to print?

- [Simple Agenda](#)
- [Detailed Agenda](#)
- [Current Agenda Item](#)



Monday, October 12, 2020

Consultation Council 3:00 pm via Zoom-

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Approval of Agenda – **Approved by consensus**

1.03 Approval of Minutes 09/28/2020 – **Approved by consensus**

2. Governance

2.01 BP 4235 Credit for Prior Learning –BP 4235. We already had a credit by exam so all we have to do is update it and submit. Credit for Prior Learning is giving students credit for their knowledge and training they already have. Some schools do not have anything like this already set up, but we do so we just need to update it and submit it to the chancellor by the end of Dec. 2020. We will need to update the handbook. The AP is not done yet. It will be done by December.

2.02 Strategic Plan Revision-Tri Chairs-We reviewed the strategic plan. Codi updated it so it was much easier to read. Are there any other thoughts of adding or changing this? Were we going to say “Lassen College Values” or “We Value”. We like “Lassen College Values” because it keeps our name it. Did we notice the complete rewrite of the mission? Would a complete rewrite mess up accreditation? Is it restating it or does it totally rewrite it? It really is just a restating. It is a really good rewrite. There is a lot of change and movement and we might cause ourselves more problems. We might just want to address what needs to be addressed right now and to answers our questions. We might want to come back to this after accreditation. It is great to go towards but not until after accreditation. Let’s vote to edit the original mission with just taking out the word “outstanding” and implement “educational”-**accepted by consensus**. Voted to accept changing the wording to “Lassen College Values”- **accepted by consensus**. Voted to accept the strategic plan with all the changes- **accepted by consensus**.

2.03 Budget Prioritization Worksheets – Do we need to close the loop on this one? Do we need to see what money was spent on? Usually the chairs will report out what has been completed and what has not. Around March or April when all of the prioritizations are done, we get together and look at the spread sheets and prioritize it during consultation council.

3. Consultation

3.01 IPR Timeline-Adam Runyan –this year the IPR timeline we have an addendum for anyone who is out of sequence. We need to have them earlier. We are not on track right now. We will have an orientation and have senate mentors to help you to keep on track. Any questions? No.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – We were approved by the foundation to pay our students to work on Guided Pathways. They will be pay our students \$100 Walmart gift card each month.

5. Accreditation

5.01 Accreditation Update – The discontinuance revitalization provided their initial meeting last week which is compliant requirement number 5. There was a great discussion on student complaint policy which lends to compliance requirement number 10. We heard you that you want to hear us share out. We are working on a spread sheet to keep up and current with items we are working on. We are finalizing accreditation resource for campus on canvas. We also have an accreditation timeline with activities on it that we hope to share soon. We are just trying to figure out the timeline. Then provide an addendum of sorts afterwards. A couple of questions for Trevor. Is the ACCJC visit going to be pushed back a little bit? We do not know yet. We would probably have to submit an application to push it back and it would be positively entertained. We should work on it as if it is not getting approved for the delay. A week or so ago we emailed the campus in regards to the ACCJC enhanced fiscal monitoring. It is a checklist item for them that they have to review. Some of our numbers have fallen rapidly and this gives them some concerns that they want to address.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – Right now we are trying to close the gap of about \$327,000. We should be able to do that. These are not present problems, they are problems from the past but are showing up now. We need to check on how we are counting our FTE's in the past. We need to make sure we are doing it correctly. We might owe money due to a recalculation but they also might owe us money. If we owe money, we will be putting in for a waiver. What does OPD mean? It is the Public Employee Benefit (other post-employment benefit). It is an insurance to make sure we are paying enough into calpers and calsters. We have fully funded everything and are current on our payments.

7. Meeting Closing

7.01 Future Meetings – we have four meetings for the rest of the year.

7.02 Future Agenda Items – we will be approving the handbook soon.

7.03 Adjourn - @ 3:47pm



**Monday, September 14, 2020
Consultation Council 3:00 pm via Zoom-**

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International numbers available: <https://cccconfer.zoom.us/u/abmP3nXcS>

Or Skype for Business (Lync):

SIP:91692120907@lync.zoom.us

1. Meeting Opening

Subject 1.01 Call to Order and Roll Call

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Student Services Planning Committee (Brady Reed)
(if not already members)

Subject **1.02 Approval of Agenda**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes 08/10/2020**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type minutes, action

<https://cccconfer.zoom.us/rec/share/xuJRHRorrGFLaKfK5G7vdJN6RIbXeea80yMb8vMIxB7N0hbXPaNf2a9Rhxrmeqs>

click this link to view 8/10/2020 meeting. Thank you.

File Attachments
[Consultation Council Minutes 08-10-2020_DRAFT.docx \(46 KB\)](#)

2. Governance

Subject **2.01 Elect chair(s) for 2020-2021**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action, governance

Subject **2.02 Strategic Plan**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type discussion, governance

File Attachments
[Lassen College Strategic Plan 2019.pdf \(89 KB\)](#)

Subject **2.03 ISLO**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type discussion, governance

File Attachments

[ISLOs alignment to Strategic Goals with Assessment Plan.pdf \(12 KB\)](#)

Subject **2.04 Budget Handbook**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type information, governance

We will need to approve the handbook once it is approved by Academic Senate.

File Attachments
[2019-2020 Planning Budget Handbook.pdf \(816 KB\)](#)

3. Consultation

4. Guided Pathways

Subject **4.01 Guided Pathways Update-Brady Reed**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 4. Guided Pathways

Type information, minutes

5. Accreditation

Subject **5.01 Accreditation Update**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 5. Accreditation

Type information, discussion

- Co-Chair Introduction
- Upcoming plans
- The importance of documentation and processes

6. Other-Information/Communication

Subject **6.01 Budget update-Garrett Taylor**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type information

Trevor will discuss:

- Reopening
- Budget
- Accreditation Update

Subject **6.02 COVID Update**

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type information

COVID Response -- Vickie R.

7. Meeting Closing

Subject 7.01 Future Meetings: (Information)

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type information

September 28, 2020
October 12, 2020
October 26, 2020
November 9, 2020
November 23, 2020
December 14, 2020

Subject 7.02 Future Agenda Items

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

Happy Labor day-no meeting on Sept. 7, 2020
September 21, 2020
October 12, 2020
October 26, 2020
November 9, 2020
November 23, 2020

Subject 7.03 Adjourn

Meeting Sep 14, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

**Agenda Item Details**

Meeting Sep 28, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Subject 1.01 Call to Order and Roll Call

Type action

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		
<p>Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed) (if not already members)</p>				

Monday, September 28, 2020
 Consultation Council 3:00 pm via Zoom-

Administration:	Classified:	Faculty:	Management:	Student:
		Alison Somerville		
Dr. Trevor Albertson		Yuting Lin		
Dr. Randy Joslin	Carol Montgomery	Chad Lewis	David Corley (ITP)	
Garrett Taylor	Tara Bias	Andy Rupley	Michell Williams	
Brady Reed	Meggin Lewman	Robert Schofield	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Educational Master Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members) Tom Downing, Eric, Roxanna Haynes, Tiffany Montgomery, Sandy Jonas, Brenda Hoffman, Codi Mortell, Kim Clain, Bridget Gowin, Sue Kelley, Melissa Hill, Greg Collins, Pat Shannon, D. Weaver

1. Meeting Opening

- 1.01 Call to Order and Roll Call 3:03 pm
- 1.02 Approval of Agenda – **Approved by consensus**
- 1.03 Approval of Minutes 09/14/2020- **Approved by consensus**

2. Governance

2.01 Accreditation Work Group Establishment-Shared page from governance handbook to show how to create a work group. Not an action item.

2.02 Accreditation Work Group Approval – They meet every Thursday. Lisa Gardner, Alison Chad Lewis, Roxanna Haynes, Carie Camacho, Randy Joslin, David Corley, Tony Sommers, Codi Mortel

2.03 Strategic Plan – Revision were submitted. They were sent out to review. We wanted to discuss these suggestions and then make a decisions on these slight revisions. All the suggestions were read. It was asked that the document have the changes added and then brought back to the next meeting-Tabled until next meeting.

2.04 IEPI Grant – The current effort was started over a year ago. Everything on this had to be restarted from scratch in January of 2020. We focused on three areas that are directly related to accreditation. “More Detailed Treatment of Area of Focus” needed more information. Senate has helped develop this document. We will have a virtual visit. Institutional Effectiveness Planning group will help us to try to fix what we need help with. We then will try to get approved for a \$200,000 grant. The people on the workgroup right now is Randy Joslin, Julie Johnston, Carie Camacho, Roxanna Haynes, David Corley, and the tri chairs. If there are other people who need to be involved let Randy know.

2.05 ISLO – Mapping. We just need an updated date on it. David put the date on the document underneath Lassen Community College. The next curriculum meeting is October 6 then Senate meets the 14th. As long as we can move to action, we can approve this at both meetings.

2.06 Budget Prioritization Worksheets – You will be presented with an updated document by the end of October 2020. The planning chairs need to go through it and update it. Each committee should take a good look at this spreadsheet and update it with items that can be pulled. Changes/suggestions should be made to the bottom of the document, do not actually change the document. Or mark if it has already been funded.

3. Consultation

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed –New workgroups that combine three workgroups. We are working on Leading From the Middle right now. We are with six other Northern California colleges.

5. Accreditation

5.01 Accreditation Update – they have been working on IPR’s timelines. SLO mapping, they are trying to be more efficient with that. Looking at committee handbooks.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – Trevor- We are waiting the release of the September revise. They will speak to the numbers when it is all released. We will know by the end of the day today.

7. Meeting Closing

7.01 Future Meetings our last meeting is December 14, 2020 which will be during finals week. We propose that we move the meeting to December 7, 2020. **Approved by consensus**

7.02 Future Agenda Items

7.03 Adjourn 3:57pm

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication





Monday, October 12, 2020
Consultation Council 3:00 pm via Zoom-

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International numbers available: <https://cccconfer.zoom.us/u/abmP3nXcS>

Or Skype for Business (Lync):

SIP:91692120907@lync.zoom.us

1. Meeting Opening

Subject 1.01 Call to Order and Roll Call

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

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		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Student Services Planning Committee (Brady Reed)
(if not already members)

Subject **1.02 Approval of Agenda**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes 09/28/2020**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type minutes, action

File Attachments

[Consultation Council Minutes 9.28.2020 draft.pdf \(40 KB\)](#)
[Consultation Council Minutes 9.28.2020 draft.pdf \(40 KB\)](#)

2. Governance

Subject **2.01 BP 4235 Credit for Prior Learning**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action, governance

Every district must revise and approve revisions to BP and AP 4235 - Credit for Prior Learning by December 31, 2020. The Board of Governors Proposed Revisions to Title 5 Regulations of Curriculum and Instruction 8-21-2019 state : ""By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and Implemented."

Academic Senate is working to update AP 4235 to reflect the new Credit for Prior Learning language and will bring it forward to Consultation Council for review and approval.

File Attachments

[BP 4235 CPL.pdf \(13 KB\)](#)

Subject **2.02 Strategic Plan Revision-Tri Chairs**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action, governance

File Attachments

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[Strategic Plan revision ideas Sept2020.docx \(28 KB\)](#)
[Strategic Plan 2019.doc \(248 KB\)](#)
[Strategic Plan 2019_Revision.pdf \(65 KB\)](#)

Subject **2.03 Budget Prioritization Worksheets**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type

This was the last spreadsheet presented to Consultation Council. EMP committee is working to update this document with information from recent IPRs. The EMP committee will present an updated spreadsheet for Consultation Council's review by the October 26, 2020 CC meeting.

File Attachments
[Budget Prioritization for 2018-19 Planning Cycle.pdf \(254 KB\)](#)

3. Consultation

Subject **3.01 IPR Timeline-Adam Runyan**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type information

File Attachments
[2020-2021 IPR Timeline.docx \(20 KB\)](#)

4. Guided Pathways

Subject **4.01 Guided Pathways Update-Brady Reed**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 4. Guided Pathways

Type information, minutes

5. Accreditation

Subject **5.01 Accreditation Update**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 5. Accreditation

Type information, discussion

- Co-Chair Introduction
- Upcoming plans
- The importance of documentation and processes

6. Other-Information/Communication

Subject **6.01 Budget update-Garrett Taylor**

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type information

Trevor will discuss:

- Reopening
- Budget
- Accreditation Update

7. Meeting Closing

Subject 7.01 Future Meetings

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type information

October 12, 2020
October 26, 2020
November 9, 2020
November 23, 2020
December 14, 2020 OR December 7

Subject 7.02 Future Agenda Items

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

- Budget Handbook approval
- BP 4235 Update to include Credit for Prior Learning

File Attachments
[2019-2020 Planning Budget Handbook.pdf \(816 KB\)](#)

Subject 7.03 Adjourn

Meeting Oct 12, 2020 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type action

What would you like to print?

- [Simple Agenda](#)
- [Detailed Agenda](#)
- [Current Agenda Item](#)



Monday, October 12, 2020

Consultation Council 3:00 pm via Zoom-

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Approval of Agenda – **Approved by consensus**

1.03 Approval of Minutes 09/28/2020 – **Approved by consensus**

2. Governance

2.01 BP 4235 Credit for Prior Learning –BP 4235. We already had a credit by exam so all we have to do is update it and submit. Credit for Prior Learning is giving students credit for their knowledge and training they already have. Some schools do not have anything like this already set up, but we do so we just need to update it and submit it to the chancellor by the end of Dec. 2020. We will need to update the handbook. The AP is not done yet. It will be done by December.

2.02 Strategic Plan Revision-Tri Chairs-We reviewed the strategic plan. Codi updated it so it was much easier to read. Are there any other thoughts of adding or changing this? Were we going to say “Lassen College Values” or “We Value”. We like “Lassen College Values” because it keeps our name it. Did we notice the complete rewrite of the mission? Would a complete rewrite mess up accreditation? Is it restating it or does it totally rewrite it? It really is just a restating. It is a really good rewrite. There is a lot of change and movement and we might cause ourselves more problems. We might just want to address what needs to be addressed right now and to answers our questions. We might want to come back to this after accreditation. It is great to go towards but not until after accreditation. Let’s vote to edit the original mission with just taking out the word “outstanding” and implement “educational”-**accepted by consensus**. Voted to accept changing the wording to “Lassen College Values”- **accepted by consensus**. Voted to accept the strategic plan with all the changes- **accepted by consensus**.

2.03 Budget Prioritization Worksheets – Do we need to close the loop on this one? Do we need to see what money was spent on? Usually the chairs will report out what has been completed and what has not. Around March or April when all of the prioritizations are done, we get together and look at the spread sheets and prioritize it during consultation council.

3. Consultation

3.01 IPR Timeline-Adam Runyan –this year the IPR timeline we have an addendum for anyone who is out of sequence. We need to have them earlier. We are not on track right now. We will have an orientation and have senate mentors to help you to keep on track. Any questions? No.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – We were approved by the foundation to pay our students to work on Guided Pathways. They will be pay our students \$100 Walmart gift card each month.

5. Accreditation

5.01 Accreditation Update – The discontinuance revitalization provided their initial meeting last week which is compliant requirement number 5. There was a great discussion on student complaint policy which lends to compliance requirement number 10. We heard you that you want to hear us share out. We are working on a spread sheet to keep up and current with items we are working on. We are finalizing accreditation resource for campus on canvas. We also have an accreditation timeline with activities on it that we hope to share soon. We are just trying to figure out the timeline. Then provide an addendum of sorts afterwards. A couple of questions for Trevor. Is the ACCJC visit going to be pushed back a little bit? We do not know yet. We would probably have to submit an application to push it back and it would be positively entertained. We should work on it as if it is not getting approved for the delay. A week or so ago we emailed the campus in regards to the ACCJC enhanced fiscal monitoring. It is a checklist item for them that they have to review. Some of our numbers have fallen rapidly and this gives them some concerns that they want to address.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – Right now we are trying to close the gap of about \$327,000. We should be able to do that. These are not present problems, they are problems from the past but are showing up now. We need to check on how we are counting our FTE's in the past. We need to make sure we are doing it correctly. We might owe money due to a recalculation but they also might owe us money. If we owe money, we will be putting in for a waiver. What does OPD mean? It is the Public Employee Benefit (other post-employment benefit). It is an insurance to make sure we are paying enough into calpers and calsters. We have fully funded everything and are current on our payments.

7. Meeting Closing

7.01 Future Meetings – we have four meetings for the rest of the year.

7.02 Future Agenda Items – we will be approving the handbook soon.

7.03 Adjourn - @ 3:47pm



Tuesday, December 15, 2020
Organizational Meeting of the Board of Trustees - 5:30 p.m.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

The meeting will be conducted as follows:

Topic: LCC Organizational Board Meeting

Time: Dec 15, 2020 05:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93295995636>

Or iPhone one-tap (US Toll): +16699006833,93295995636# or +12532158782,93295995636#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 932 9599 5636

International numbers available: <https://cccconfer.zoom.us/u/acABmDjIy>

Or Skype for Business (Lync):

SIP:93295995636@lync.zoom.us

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words).

Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

1. Meeting Opening - Installation of Elected Board Members

Subject 1.01 Installation of Elected Board Members

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
 Category 1. Meeting Opening - Installation of Elected Board Members
 Type Procedural

Installation of Elected Board Members:

Before taking office, each Community College District Board Member must subscribe to the Oath of Office before a community college trustee, other school official, or Notary Public.

Administer of Oath:

At this time, the Honorable Tony Mallery, Judge of the Lassen County Superior Court, shall administer the Oath of Office to Kim Dieter, Sandra Jonas, Buck Parks and Dave Trussell.

2. Meeting Opening

Subject 2.01 Call to Order and Roll Call

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
 Category 2. Meeting Opening
 Type Procedural

Ms. Sophia Wages, President
 Ms. Kim Dieter
 Mr. Louis Hamilton
 Ms. Sandra Jonas
 Mr. Buck Parks
 Mr. Alan Siemer
 Mr. David Trussell
 Student Trustee - vacant

Subject 2.02 Pledge of Allegiance to the Flag

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
 Category 2. Meeting Opening
 Type Procedural

[Click here](#) to learn more information about the Pledge of Allegiance.



Subject **2.03 Agenda Approval**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 2. Meeting Opening

Type Action, Procedural

Recommended Action Recommend approving agenda as presented.

3. Public Comments

Subject **3.01 Call for Requests from the Audience to Speak to any Item on the Agenda**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 3. Public Comments

Type Information, Procedural

Members of the public may wish to speak to any matter on the agenda prior to Board action; the following procedure shall be followed: Persons wishing to speak must sign in on the "sign in" sheet provided prior to the start of the meeting. Speakers will be called in the order in which they have signed in. At the beginning of the meeting the President of the Board will "Call for Requests from the Audience to Speak to Any Item on the Agenda." At that time, those wishing to speak will be called in order and should stand, state their name, and indicate the Agenda item to which they wish to speak. After the meeting begins and the Agenda item has been introduced by the Superintendent/President or his designee, and before discussion can occur, a motion for action needs to be made and seconded. The order of discussion will be members of the audience and then Members of the Board. The President of the Board will moderate the discussion and will call for a vote on this issue when asked to do so by a member Trustee. Voting on the motion will be by voice vote; either by acclamation or roll call. The decision by the Board of Trustees is Final. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20

(<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu. Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-
Please submit the following information:

- 1. Name
- 2. Agenda Item Number
- 3. Comment

Thank you -

Subject	3.02 Public Comments on Items Not on the Agenda
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Public Comments
Type	Information, Procedural

Addressing the Board on Items Not on the Agenda: Members of the public may wish to address the Board of Trustees on an item that is not on the Agenda. Members of the public wishing to speak must sign up on the "sign in" sheet provided upon entering the Board Room. They should wait and announce their intention to do so when the President of the Board calls for "Comments from the Audience." They will be heard at that time and called in the order on the sign in sheet. The person should rise, go to the podium, make a brief statement covering the essential facts of their concern and then state what remedy or action, if any, they are requesting of the Board. However, the law (Brown Act) permits no discussion or action by the Board at that time because the item had not been previously listed on the Agenda. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

Revised Procedures for Public Meetings

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu. Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an

individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Subject 4.01 Public Comments on Consent Agenda Items

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Information

Consent items are routine items acted on by the Board with one motion. Since no discussion of individual items will occur, this time is set aside for comments on the Consent Agenda.

Subject 4.02 Approval of Minutes of November 10, 2020 Regular Meeting

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent), Minutes

Recommended Action Recommend the Minutes of the November 10, 2020 Regular Meeting be approved as presented.

Subject 4.03 Approval of Personnel Consent Agenda

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent)

Recommended Action Recommend the Personnel Consent Agenda be approved as presented.

ACADEMIC

Information Item: The following resignation previously accepted by the President on behalf of the Board:

a. Resignation of Head Softball Coach – Kimberly Fritts

Effective: December 31, 2020

b. *Employment of Full-Time Tenure Track Psychology Instructor – Dr. Thomas Kareck

Status: Probationary

Salary: Placement on Academic Salary Schedule as determined by education and experience.

Effective: 2020/2021 Academic Year

ADMINISTRATION/MANAGEMENT

c. *Employment of Director of Student Support Services/TRIO – Jennifer Knight

Status: Probationary

Salary: Grade 26, Step A

Effective: December 14, 2020

CLASSIFIED**Information Item:** The following resignation previously accepted by the President on behalf of the Board:d. Resignation of Student Success Coordinator III – Sandra Jonas

Effective: December 10, 2020

e. *Employment of Instructional Support Specialist I/Nursing – Sara Blakeman

Status: Probationary

Salary: Grade 15, Step E

Effective: January 1, 2021

TEMPORARY EMPLOYEES**Professional Expert**f. *P.O.S.T. Certified Subject Matter Expert

- Dean Growdon
- John McGarva
- Scott Withrow

Salary: \$51.23 per hour

Effective: December 1, 2020 through June 30, 2021

*Contingent upon successful completion of criminal history background checks as required by California Ed Code. ALL SALARY PLACEMENTS WILL BE IN ACCORDANCE WITH RULES AND REGULATIONS FOR PLACEMENT ON THE BOARD OF TRUSTEES APPROVED SALARY SCHEDULE.

Subject	4.04 Approval of Warrants and Financial Reports
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Type	Action (Consent)
Recommended Action	Recommend the Board of Trustees approve the Warrants and Financial Reports ending November 30, 2020, as presented.

Background

In accordance with District Policy, a financial report and listings of the District's payroll and vendor transactions are presented to the Board of Trustees monthly for review and approval.

Status and Analysis

Due to the volume and high cost of duplication, warrant registers and payroll listing reports are available for review in the Office of the Executive Director of Fiscal and Auxiliary Services. An electronic report of the monthly financial statements will be distributed to Trustees prior to the meeting; a hard copy will be available at the meeting.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[Financials ending 11.30.2020.pdf \(138 KB\)](#)

Subject **4.05 Quarterly Financial Status Report for the Quarter Ended September 30, 2020**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent)

Recommended Action Recommend that the Board of Trustees approve the Quarterly Financial Status Report (CCFS-311Q) for the quarter ended September 30, 2020, as presented.

Background

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares a Quarterly Financial Status Report (Form CCFS-311Q) each fiscal quarter for submission to the Chancellor's Office. The Chancellor's Office report requires the reporting of unrestricted revenues, expenditures, and fund balance.

Status and Analysis

The District has timely filed the Quarterly Financial Status Report for the quarter ended September 30, 2019. The Report indicates that the finances of District remains financially stable.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[311Q Report.pdf \(1,114 KB\)](#)

Subject **4.06 Curriculum/Academic Standards Committee Action**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent)

Recommended Action Recommend the Board of Trustees approve the new courses, as presented.

Background

The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, reviews and makes recommendations concerning courses, degrees, certificates and academic standards. The recommendations concerning new courses and degrees, reactivated courses, and significant curriculum changes are forwarded periodically first to the Academic Senate and then to the Governing Board for acceptance. Annually in December and June a cumulative Curriculum/Academic Standards Committee Action Log is forwarded to the Board for acceptance.

Status and Analysis

The Academic Senate reviewed and approved the Curriculum/Academic Standards Committee recommendations on December 9th, but due to an error and the need for a correction on the hours, Curriculum reapproved on their December 15th meeting. Academic Senate was fully aware of the error and approved the curriculum knowing that the hours would be adjusted.

New Course: CS 150 Technical Support Fundamentals

This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

Units: 0.0 (30 hours of lecture)

Discipline: Computer Science

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

1. Understand how the binary system works
2. Assemble a computer from scratch
3. Choose and install an operating system on a computer
4. Understand what the Internet is, how it works, and the impact it has in the modern world
5. Learn how applications are created and how they work under the hood of a computer
6. Utilize common problem-solving methodologies and soft skills in an Information Technology setting

New Course: CS 151 The Bits and Bytes of Computer Networking

This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the fundamentals of modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

Units: 0.0 (30 hours of lecture)

Discipline: Computer Science

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

1. Describe computer networks in terms of a five-layer model.
2. Understand all of the standard protocols involved with TCP/IP communications.
3. Grasp powerful network troubleshooting tools and techniques.
4. Learn network services like DNS and DHCP that help make computer networks run.
5. Understand cloud computing, everything as a service, and cloud storage.

New Course: CS 152 Operating Systems and You: Becoming a Power User

This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course --through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

Units: 0.0 (30 hours of lecture)

Discipline: Computer Science

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

1. Navigate the Windows and Linux filesystems using a graphical user interface and command line interpreter.
2. Set up users, groups, and permissions for account access.
3. Install, configure, and remove software on the Windows and Linux operating systems.
4. Configure disk partitions and filesystems.
5. Understand how system processes work and how to manage them
6. Work with system logs and remote connection tools
7. Utilize operating system knowledge to troubleshoot common issues in an IT Support Specialist role.

New Course: CS 153 Systems Administration and IT Infrastructure Services

This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

Units: 0.0 (30 hours of lecture)

Discipline: Computer Science

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

1. Utilize best practices for choosing hardware, vendors, and services for your organization.
2. Manage an organization's computers and users using the directory services, Active Directory, and OpenLDAP
4. Choose and manage the tools that your organization will use
5. Backup your organization's data and be able to recover your IT infrastructure in the case of a disaster.
6. Utilize systems administration knowledge to plan improve processes for IT environments.

New Course: CS 154 IT Security: Defense Against the Digital Dark Arts

This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

Units: 0.0 (30 hours of lecture)

Discipline: Computer Science

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

1. Evaluate potential risks and recommend ways to reduce risk.
2. Understand the Various authentication systems and types.
3. Make recommendations on how best to secure a network
4. Help others to understand security concepts and protect themselves.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

Subject	4.07 Approve Consent Agenda
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Type	Action (Consent)
Recommended Action	It is recommended the Consent Agenda be approved as presented.

5. Discussion/Action on item(s) removed from Consent Agenda**6. Information-Reports**

Subject	6.01 Academic Senate President's Report
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 6. Information-Reports

Type Information, Report

Subject 6.02 Associated Student's Report

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 6. Information-Reports

Type Information, Report

Subject 6.03 Interim Superintendent/President's Report

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 6. Information-Reports

Type Information, Report

Subject 6.04 Board Comments

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 6. Information-Reports

Type Information, Report

7. Administration

Subject 7.01 Annual Organization of the Board of Trustees: Election of Officers, Board Representative and Appointment of Secretary

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action It is recommended the Lassen College Board of Trustees elect officers for the positions of President of the Board of Trustees, Vice-President of the Board of Trustees, Board Representative and Secretary to the Board of Trustees.

Background/Status

Education Code Section 72000 and Governing Board Policy #BP 2305 require that the Annual Organizational Meeting of the Lassen Community College District be held within the period December 1 and December 20 (due to the implementation of AB 2449). The Annual Organizational Meeting of the Board of Trustees of the Lassen Community College District has been set by the Board of Trustees to occur on its regular meeting date of December 15, 2020.

At the Annual Organizational meeting the Board of Trustees of the Lassen Community College District shall elect, from its membership, a President, a Vice President and a Board Representative to represent the Board of Trustees in the election of members to the Lassen County Committee on School District Organization; and to appoint the Superintendent/President as Secretary.

- President of the Board of Trustees
- Vice President of the Board of Trustees
- Board Representative to Represent the Lassen Community College District Board of Trustees in the Election

- of Members to the Lassen County Committee on School District Organization
- Appoint a Secretary to the Board of Trustees

Subject	7.02 Annual Organization of the Board of Trustees: Appointments to Policy Committee, Audit Committee, and Finance Committee
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration
Type	Action
Recommended Action	It is recommended the President of the Lassen College Board of Trustees appoint three (3) Board Members to the Policy Committee; three (3) Board Members to the Audit Committee; and three (3) Board Members to the Finance Committee, to serve until December 2021.

Background/Status

Governing Board Policy #BP 2220 (Committees of the Board) and Board Policy #BP 2305 (Annual Organizational Meeting) provides for the appointment by the President of the Board of Trustees of three (3) Board Members to the Policy Committee, three (3) Board Members to the Audit Committee, and three (3) Board Members to the Finance Committee, to serve until the Board's next Annual Organizational meeting in December 2020.

Subject	7.03 Annual Organization of the Board of Trustees: Setting of Time and Place of Regular Monthly Meetings
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration
Type	Action
Recommended Action	It is recommended the Board of Trustees approve the below noted meeting dates for 2021, as presented.

Background

Education Code Section 72000 and Board Policy #BP 2310 requires that the Lassen Community College District Board of Trustees hold regular monthly meetings and shall by rule and regulation fix the time and place for its regular meetings.

Currently the Board of Trustees of the Lassen Community College District holds its regular meetings on the second and fourth Tuesdays of each month, with the second meeting to be held only if necessary. The meetings commence at 5:30 P.M. and are held on the Lassen Community College campus, in the Board Room (Former Book Store) 478-200 Highway 139, Susanville, California.

Status and Analysis

It is recommended that the Board of Trustees continue to meet at the same time and place and that the second meeting of the month be held only if necessary. The second meeting date of each month would continue to be designated as a regular monthly meeting, but will only be called, if necessary, as determined by the President of the Board of Trustees. The frequency of Board meetings should be determined by the amount of business to be conducted in a reasonable length of time.

In addition, the Governor signed AB 2449, regarding school and college elections. Revision to the Ed Code became effective January 1, 2019. This bill extends the commencement date of a school board member's term to the second

Friday in December. In the past two years this has had an effect on when the December organizational meeting must be held. However, in 2021, the fifteen day window for the organizational meeting will be December 10 (the second Friday) to December 24, 2021. Therefore, the Lassen Community College District may hold their Organizational meeting on the second Tuesday of December (12/14), rather than having to extend the meeting out to the third Tuesday (12/21/21) as in 2019 and 2020.

It is recommended that the Board of Trustees approve meeting on the following dates:

January 12, 2021
 January 26, 2021-Workshop
 February 9, 2021
~~February 23, 2021~~
 March 9, 2021
~~March 23, 2021~~
 April 13, 2021
 April 27, 2021 - Retreat
 May 11, 2021
~~May 25, 2021~~
 June 8, 2021
~~June 22, 2021~~
 July 13, 2021
 July 27, 2021 - Workshop
 August 10, 2021
~~August 24, 2021~~
 September 14, 2021
~~September 28, 2021~~
 October 12, 2021
 October 26, 2021 - Retreat
 November 9, 2021
~~November 23, 2021~~
 December 14, 2021 Organizational Meeting
~~December 28, 2021~~

Organizational Meeting Note: Per AB 2449 term limit now starts on 2nd Friday of December (12/10/21). Based on how days fall in the month of December, LCC could have Organizational meeting 2nd Tuesday of month (12/14/21) rather than 3rd Tuesday in 2021 which would be 12/21/21.

Subject	7.04 Annual Organization of the Board of Trustees: Filing of Verification of Signature Form
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration
Type	Action
Recommended Action	It is recommended the Board of Trustees execute the Verification of Signature form for filing with the Lassen County Superintendent of Schools.

Background

Education Code Section 85230 requires that the Lassen Community College District Board of Trustees to direct its Secretary to file the Verification of Signature Form with the Office of the Lassen County Superintendent of Schools. Attached is a copy of the Filing Verification of Signature Form.

Specifically, the Education Code requires that each order drawn on the funds of a community college district shall be signed by a person or persons authorized by the Board of Trustees to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.

In addition to the members of the Board of Trustees, signatories for all district business, including orders drawn on funds of the district shall be Dr. Trevor Albertson, Interim Superintendent/President, Ms. Terry Bartley, Comptroller, Victoria Ramsey, HR Director and Dr. Randy Joslin, Interim VP of Administrative Services.

Status and Analysis

This is an annual Filing of the Verification of Signature Form.

File Attachments
[Filing of Verification of Signatures 2020.pdf \(101 KB\)](#)

Subject **7.05 Review of Strategic Plan 2021-2026 (Mission, Vision, Values, Strategic Goals, Institutional Student Learning Outcomes)**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action Recommend the Board of Trustees approve the revised Strategic Plan, as presented.

Background

As a result of various Strategic Planning processes, on September 25, 2007 the Governing Board adopted a Statement of College Values, on August 12, 2008 a revised Vision Statement and Strategic Goals and on September 23, 2008 a revised Mission Statement. On October 13, 2009, September 14, 2010, September 13, 2011, August 14, 2012, August 13, 2013 and August 12, 2014 the Governing Board revised and/or reaffirmed the Strategic Plan. As Lassen Community College enters the next annual cycle of integrated institutional planning, it is key that the Governing Board formally approves the Strategic Plan (Mission, Vision, Values, Strategic Goals, Institutional Student Learning Outcomes) to guide staff planning efforts during the upcoming year. At the July 24, 2018 Planning Workshop, the Governing Board reviewed the recommendations forwarded by the Strategic Planning Committee (Consultation Council) to revise the College's vision statement, value statement, strategic goals and institutional student learning outcomes last revised in July 2017. In July 2018, additions were suggested for the College Vision, Strategic Goals and Values as noted on the attached Strategic Plan as suggested by the Strategic Planning Committee and approved by Consultation Council on September 9, 2019. The Board approved the revised Strategic Plan on October 8, 2019.

Status and Analysis

Consultation Council recommended and approved revisions to the Strategic Plan October 12, 2020. The attached version with markup as well as the final version of the Strategic Plan were taken to the October 27, 2020 Board Retreat for review. The Strategic Plan was not reviewed at that time due to loss of the quorum and adjournment of the meeting prior to its review. The Strategic Plan was presented to the Board for a first reading at its November Regular meeting and is being presented at this time for final approval.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[Strategic Plan 2019_Revision_with markup to C.C_10-12-20.pdf \(65 KB\)](#)
[Lassen Community College District Strategic Plan_for Board Approval_12-15-20_corrected.pdf \(349 KB\)](#)

Subject **7.06 Instructional Program Review - 2020 Business IPR Annual Update**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action Recommend that the Board of Trustees accept the 2020 Business IPR Annual Update, as presented.

Background

The Academic Senate, based on procedures outlined in the 13th edition of the Instructional Program Review Handbook, approves Instructional Program Reviews completed by faculty. The Senate President and Vice-President of Academic Services then jointly submit the Instructional Program Reviews to the Board for final acceptance.

Status and Analysis

The Academic Senate took action at its meeting on November 18th, 2020 to approve and forward the 2020 Business IPR Annual Update to the Board. The IPR Annual Update was presented to Consultation Council Committee on November 23, 2020. The IPR document is attached.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments

[Business 2020-2021 IPR Annual Update.pdf \(535 KB\)](#)

Subject **7.07 Annual Financial and Budget Report for the Fiscal Year Ending June 30, 2020**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action Recommended that the Board of Trustees approve the Annual Financial and Budget Report for the Fiscal Year ending June 30, 2020, as presented.

Background

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares an Annual Financial and Budget Report (Form CCFS-311) each fiscal year for submission to the Chancellor's Office. In accordance with the California Code of Regulations, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2020. This year the requirement to file was extended to November 30, 2020 due to the COVID-19 pandemic.

Status and Analysis

The District has timely filed the Annual Financial and Budget Report for the year ended June 30, 2020. The Report indicates that the finances of District remains financially stable at year end June 30, 2020.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments

[Annual Financial and Budget Report ending 6.30.20.pdf \(5,649 KB\)](#)

Subject **7.08 Acceptance of Automotive Technology Advisory Committee for 2020-2021**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action Recommend the Board of Trustees accept the nominees for service on the advisory committee for Automotive Technology for the period 2020-2021, as presented.

Background

In accordance with Board Procedure 4102 – Career/Technical Programs, attached is a completed list of the nominees for the 2020-2021 Automotive Technology Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Status and Analysis

Attached is the Automotive Technology Advisory Committee nominees for 2020-2021 Academic Years.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[Automotive Technology Advisory Committee 2020-2021.pdf \(86 KB\)](#)

Subject 7.09 Acceptance of Business Advisory Committee for 2020-2021

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Action

Recommended Action Recommend the Board of Trustees accept the membership of the Business Advisory Committee for 2020-2021, as presented.

Background

In accordance with Board Procedure 4102 – Career/Technical Programs, attached is a completed list of the nominees for the 2020-2021 Business Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Status and Analysis

Attached is the Business Advisory Committee nominees for 2020-2021 Academic Years.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[Business Advisory Board Member List 2020-2021.pdf \(234 KB\)](#)

Subject 7.10 2019-2020 Comprehensive Annual Financial Report

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category	7. Administration
Type	Action
Recommended Action	Recommend the Board of Trustees accept the District's independent audit report for the year ending 2019-2020, as presented.

Background

Education Code Section 84040 requires that the governing board of the district provide an annual audit of all funds, books, and accounts of the district. The annual financial audit prepared by the District's external contract auditors, CWDL, and complies with the California Community Colleges Budget and Accounting Manual and California Education Code Section 84040.

The primary objectives of the financial audit are: to determine the District's accountability for revenues, the propriety of expenditures, the extent to which funds have been expended in accordance with prescribed federal and California laws and regulations; to determine whether the District's financial statements are presented fairly in accordance with generally accepted accounting principles; and to recommend appropriate actions in any areas where internal control or compliance with applicable federal and California laws and regulations could be improved.

Status and Analysis

The District's audit firm Cossolias, Wilson, Dominguez, Leavitt [CWDL] has presented the audit to the District's Audit Committee. The District has received an unqualified, "clean" opinion on the financial statements with one current year audit finding leading to a modified opinion express on District's compliance with the types of requirements described in the California Community Colleges Contracted District Audit Manual.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

File Attachments

[Lassen CCD Audit Report June 30 2020 - Final \(electronic\).pdf \(1,219 KB\)](#)

Subject	7.11 COVID Update
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration
Type	Information

Background

In March of 2020, Lassen College shifted most education operations to an online modality. This was done as a result of the COVID-19 pandemic. In response to this worldwide medical matter, the Superintendent/President advises regular updates on the campus' COVID response.

Status and Analysis

At some point, conditions will permit the return of students to campus, along with a shift back to a face-to-face learning modality. In an effort to make this possible, precautions will need to be taken to ensure a safe environment for students, faculty, staff, and visitors alike.

For Board Discussion

How does this action achieve the college's Mission, Vision, and Values in support of student learning?

Subject	7.12 District Budget Update
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Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Information

Background

On July 14th the Governing Board approved the tentative budget for the 2020-2021 academic year with a subsequent status update and discussion at the Board Workshop meeting on July 28th. The final budget was approved by the Governing Board at its October 27, 2020 Retreat meeting.

Status and Analysis

The word "Conservative" was inadvertently omitted from the Budget Principles on page 4 in the 2020-21 Final Budget during the PDF formatting of the document for Board presentation and approval which occurred at the October 27, 2020 Retreat meeting. This omission was brought up during a recent Senate meeting. Attached please find a corrected Final Budget with the word "Conservative" highlighted for the Board's convenience. No other changes have been made. This is presented as an informational item only to make the Board aware of the correction of the word omission.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

File Attachments
[LCCD 2020-21 Final Budget- Corrected.pdf \(1,106 KB\)](#)

Subject 7.13 Accreditation Update

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 7. Administration

Type Information

Background

The College is currently addressing requirements and recommendations resulting from the March 2020 Accreditation visit.

Status and Analysis

The College continues to address the requirements and recommendations resulting from the March 2020 Accreditation visit via the LCC Accreditation Steering group. This group is comprised of Administration, faculty and staff members and an Accreditation Consultant. Specific progress is made weekly and will be discussed by the Superintendent/President.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

8. Administration -Second Reading and Approval Board Policy

Subject 8.01 BP 1100 - Lassen Community College District (Second Reading and Approval)

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 8. Administration -Second Reading and Approval Board Policy

Type Action

Recommended Action Recommend BP 1100 - Lassen Community College District, be approved as presented.

Lassen Community College District Policy

CCLC No. 1100

The District

BP 1100 Lassen Community College District

References:

Education Code Section 72000(b);

Elections Code Section 18304

The District has been named the Lassen Community College District.

The name is the property of the District. No person shall, without the permission of the Board of Trustees, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college(s) and/or education center(s):

Lassen College located at 478-200 Hwy 139, Susanville, CA 96130

Date Adopted: 04-14-09

Board reviewed May 13, 2014

Subject 8.02 BP 1200 - Mission (Second Reading and Approval)

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 8. Administration -Second Reading and Approval Board Policy

Type Action

Recommended Action Recommend BP 1200 - Mission, be approved with the change, as presented.

Lassen Community College District Policy

CCLC No. 1200

The District

BP 1200 Mission

Reference:**ACCJC Accreditation Standard I**

The mission of the Lassen Community College District is:

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

The Mission is evaluated and revised on a regular basis.

Subject	8.03 BP 4235 - Credit for Prior Learning (Second Reading and Approval)
Meeting	Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration -Second Reading and Approval Board Policy
Type	Action
Recommended Action	Recommend BP 4235 - Credit for Prior Learning, be approved with the changes, as presented.

Lassen Community College District Policy**(CCLC
No.4235)****BP 4235 ~~CREDIT BY EXAMINATION~~ CREDIT FOR PRIOR
LEARNING ACADEMIC AFFAIRS****Reference:**

Title 5, Section 55050

~~Credit may be earned by students who satisfactorily pass authorized examinations.~~~~The Superintendent/President shall establish administrative procedures to implement this policy.~~

Credit for Prior Learning may be earned for eligible courses approved by the district for students who transfer from a regionally accredited post-secondary institution or satisfactorily pass an authorized assessment. Authorized assessments may include the evaluation of approved external standardized examinations, Joint Services Transcripts, and credit by examination. The Superintendent/President shall consult with the Academic Senate and rely primarily on the recommendations of the Academic Senate to establish administrative procedures to implement this Board Policy.

See Administrative Procedure No. 4235~~Reviewed and approved by Academic Senate 05/19/2015~~~~Board approved 09/13/2016~~~~Reviewed and approved by Academic Senate 05/14/2019~~~~Reviewed by Consultation Council 06/10/2019~~

Board approved 2.11.2020

Reviewed and approved by Academic Senate 10/07/20

Reviewed by Consultation Council 10/12/2020

9. Information Items

Subject **9.01 Calendar of Events**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 9. Information Items

Type Information, Procedural

Please see "Events" on the Lassen College web site home page.

Note: At this time all LCC events (on campus, workshops and athletic events) have been suspended until further notice.

10. Future Dates and Reports

Subject **10.01 Future Dates and Reports**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 10. Future Dates and Reports

Type Information

January 12, 2021	Regular Meeting	Board Room	5:30 p.m.
January 26, 2021	Workshop Meeting	Board Room	12:00 p.m.
February 9, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Subject **11.01 Public Comment on Closed Session Agenda Items**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 11. Public Comment on Closed Session Agenda Items

Type Procedural

In accordance with Board Policy and Administrative Procedure 2345, "those wishing to speak should stand and indicate that Agenda item to which they wish to speak." Comments at this time will be limited to items appearing on the Closed Session portion of the Agenda, and will be limited to three (3) minutes pursuant to Board Policy and Administrative Procedures 2345 and 2350.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30

p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

12. Adjourn to Closed Session

Subject **12.01 Adjourn to Closed Session**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 12. Adjourn to Closed Session

Type Procedural

13. Closed Session

Subject **13.01 Public Employment (One Matter)**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session

Type Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYMENT

One matter

Subject **13.02 Employee Discipline/Dismissal/Release (One Matter)**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session

Type Action, Information

Recommended Action Recommend the Trustees consider and adopt the attached Resolution, as presented.

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

One Matter

Subject **13.03 Conference with Labor Negotiators (Three Matters)**

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session
 Type Action, Discussion, Information

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: LCFA

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: CSEA

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: All Unrepresented Employee(s)

Subject 13.04 Conference with Legal Counsel - Anticipated Litigation (One Matter)

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session

Type Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Subject 13.05 Public Employee Appointment (One Matter)

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session

Type Action, Discussion, Information

The Board will consider the following items of business in closed session pursuant to Government Code Section 54954.5, 54957(b), 54957.6:

PUBLIC EMPLOYEE APPOINTMENT

One Matter: Interim Superintendent/President

Subject 13.06 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.

Category 13. Closed Session
Type Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Interim Superintendent/President

14. Reconvene Meeting in Open Session

Subject 14.01 Reconvene Meeting in Open Session
Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category 14. Reconvene Meeting in Open Session
Type Procedural
Report Roll Call Vote of any action taken in Closed Session and required to be reported to the public.

15. Adjournment

Subject 15.01 Adjournment of Meeting
Meeting Dec 15, 2020 - Organizational Meeting of the Board of Trustees - 5:30 p.m.
Category 15. Adjournment
Type Action
Recommended Action Recommend Motion to Adjourn the Regular Meeting of the Governing Board

Organizational Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, December 15, 2020)

Generated by Julie Johnston on Wednesday, December 16, 2020

Members present

Kim Dieter (appearing via Zoom), Louis Hamilton, Buck Parks, Sophia Wages, Alan Siemer, Sandra Jonas, David Trussell

Meeting called to order at 5:30 PM**1. Meeting Opening - Installation of Elected Board Members****Procedural: 1.01 Installation of Elected Board Members****Installation of Elected Board Member:**

Before taking office, each Community College District Board Member must subscribe to the Oath of Office before a community college trustee, other school official, or Notary Public.

Administer of Oath:

At this time, the Honorable Tony Mallery, Lassen County Superior Court Judge, shall administer the Oath of Office to Buck Parks, Sandra Jonas and David Trussell. Kim Dieter was administered the Oath of Office by Judge Mallery via Zoom.

A 10 minute recess was taken to allow for completion of Oath paperwork by Judge Mallery.

2. Meeting Opening**Procedural: 2.01 Call to Order and Roll Call**

The meeting was called to order at 5:44 p.m.

Procedural: 2.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 2.03 Agenda Approval

Motion by Buck Parks, second by Alan Siemer

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

3. Public Comments**Information, Procedural: 3.01 Call for Requests from the Audience to Speak to any Item on the Agenda**

None

Information, Procedural: 3.02 Public Comments on Items Not on the Agenda

A statement was submitted by Cort Cortez and read by Julie Johnston:

I am submitting this letter to be read on my behalf in the "Public Comment" segment of the December 15, 2020, LCC Board Meeting. I would like to take a minute and say, "Congratulations" to the three Trustees who were successful in their recent elections. Ms. Dieter, Ms. Jonas, and Mr. Trussell..... your hard work paid off. Job well done! Specifically, to the two newly elected first-time Trustees: Ms. Jonas, as you are a long-time employee of LCC and member of the community, I have no doubt that we share a commitment to this institution. A commitment to the students, faculty, staff, administration and community. I wish you well in your efforts to help Lassen College successfully move forward into the future. Mr. Trussell. As I campaigned over the past few months, I spoke with many community members. A common question was, "who are you running against"? I can honestly say that every time that your name was mentioned in conversation, it was received with positivity. With your deep roots in this community and reputation, I know that you will represent Area #1 with distinction. Again, my Sincere Congratulations. To all of the Trustees, new and returning. As 2020 fades away into our rearview mirrors, Lassen College has to continue to move forward. I am sure that there will be many challenges ahead. As a former LCC student, graduate, and employee, I want to personally wish all of you the best of luck and wisdom in your decision making. There will be difficult decisions that

will inevitably fall upon your shoulders. However, difficult roads often lead to beautiful destinations! Good Luck and Very Best Regards, Cort Cortez

A statement was submitted by Carol Montgomery and read by Julie Johnston:

Good evening, my name is Carol Montgomery. I am President of CSEA Lassen 591 and a Lassen County taxpayer. It is with a great deal of pride that I congratulate one of our own, Sandra Jonas, on her successful bid to serve as a representative on the Lassen Community College Board of Trustees. I know Sandy will serve the taxpayers of Lassen County with integrity, honesty and transparency. She will be a fair voice for Lassen College classified staff and support the needs of students. I would also like to congratulate Dave Trussell. He too is a welcome addition and gives hope to helping move Lassen College forward in a positive direction during these troubling times. Carol Montgomery, Chapter President, CSEA Lassen #591.

4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 4.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 4.02 Approval of Minutes of November 10, 2020 Regular Meeting

Action (Consent): 4.03 Approval of Personnel Consent Agenda

Action (Consent): 4.04 Approval of Warrants and Financial Reports

Action (Consent): 4.05 Quarterly Financial Status Report for the Quarter Ended September 30, 2020

Action (Consent): 4.06 Curriculum/Academic Standards Committee Action

Action (Consent): 4.07 Approve Consent Agenda

Motion by Louis Hamilton, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Abstain: Sandra Jonas

5. Discussion/Action on item(s) removed from Consent Agenda

None

6. Information-Reports

Information, Report: 6.01 Academic Senate President's Report

Adam Runyan, Academic Senate President, provided the following report which was read by Julie Johnston:

Good Evening, I would first like to congratulate and welcome our newly elected Board Members Sandy Jonas and Dave Trussell. The Academic Senate looks forward to working with both of you. Also, congratulations to Kim Dieter and Buck Parks for getting re-elected and continuing to serve our institution. Our Senate has been busy working on updating handbooks such as the Shared Governance, Budget Development, and MQ Handbooks. Our Senators have been working closely with our Administration and Faculty to update and report on IPR's in a timely manner. I would like to highlight the hard work that our Tri Chairs have been putting in. They have been giving regular updates at Consultation Council, organizing presentations on topics such as SLO's and PSLO's to our faculty, and ultimately, checking off the boxes necessary for our next Accreditation visit. Thank you for all of your hard work! We recently approved AP 4235, which is now our Credit for Prior Learning AP. This will meet the State initiatives on CPL and ultimately help our students complete certificates and degrees faster saving them time and money and allowing them to join the workforce quicker. Last month, I mentioned that many of us had recently met with the IEPI PRT to discuss our Educational Master Plan, Professional Development, and Strategic Enrollment Management. I'd like to thank Dr. Joslin for helping organize these meetings and taking the lead on completing this initiative and the final report that will allow our institution to receive \$200,000 to use on the EMP, PD, and SEM. Lastly, I would like to wish everyone a Happy, Safe, and Healthy Holiday Season."

Information, Report: 6.02 Associated Student's Report

None

Information, Report: 6.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, Interim Superintendent/President stated that tonight he wants to welcome some folks, some old and some new. Dr. Albertson apologized as he cannot be there tonight as he may potentially have CoVid and has had a rough week, but he is currently on the mend. Dr. Albertson reiterated that for those that do come down with it, to stay away with campus. Dr. Albertson stated that for two new trustees this will be a whole new experience, and he is here to serve. For two trustees, he wants to welcome them back to our meetings. For the folks that have been here for a longer time, some folks have some concern about access to the board meetings. Dr. Albertson advised that they are not trying to limit any access to board meetings, but just want to keep everyone safe. Dr. Albertson advised he has spent about three days in bed and it was miserable. Dr. Albertson stated that if you feel we could do something better, to call him. Dr. Albertson thanked LCC faculty, staff and students for putting up with everything we have gone through recently. This pandemic will be remembered by our children, grandchildren and their grandchildren. We will remember this for ions bujt there is light on the horizon. This will come to an end. A vaccine is coming. Dr. Albertson advised when he gets information about when and where a vaccine will be distributed, he will pass this information along. Dr. Albertson stated the vaccine has been tested, and he has been following the progress.

Information, Report: 6.04 Board Comments

Trustee Kim Dieter thanked everyone and stated she would like to welcome Sandra and Dave tonight and really appreciate everything you have done for us. Trustee Dieter stated she was notified at work yesterday she would be on quarantine and stated she wanted to thank everyone for doing what they have to allow her to attend the board meeting tonight.

Trustee Louis Hamilton gave his congratulations to everyone and welcome back to Kim and Buck. Trustee Hamilton stated he has a concern for the surplus sale items that are out in the weather and asked if we can do something about them. Trustee Hamilton wanted to commend the Cougar Cupboard for helping students in a time of need. Many were given vouchers to IGA which is awesome. Trustee Hamilton reported the Fire Technology class completed their first course work and certificates were given. Many of them will have lifetime careers.

Trustee Alan Siemer stated he also wanted to congratulate Dave and Sandy, and Buck and Kim on returning. Trustee Siemer stated the only thing he would like to do is thank the staff again for enduring the hardships you are going through and making the changes you have to make. Keep up the good work.

Trustee Buck Parks gave a welcome to both of Dave and Sandy and congratulated Kim on being re-elected. Trustee Parks stated and for moving the college forward, thank you Dr. Trevor and his entire team. It is kind of a chaotic time we are involved in, and we have just had to roll with the punches in 2020. Trustee Parks advised he met Dan Weaver and had a conversation with him, and he seems like a pretty good guy and looks forward to seeing what he has coming along for Fire Technology. Trustee Parks wished every one a Merry Christmas.

Trustee Sandra Jonas gave a thank you to everyone for the warm welcome and stated it is kind of bittersweet for her. She is sad to have to leave her position but really grateful everyone has welcomed her into the Trustee position after 21 1/2 years at the college. Thank you and Merry Christmas.

Trustee David Trussell gave a thank you for the welcome and said it has been very pleasant. Trustee Trussell added that this is homecoming for him. He was here 10 years and it kind of broke his heart to leave so it feels like he is coming home to some old friends. Trustee Trussell stated he wants to get students back on this campus and he is very happy with Trevor. Trustee Trussell added that Trevor has been on the spot up here with this CoVid stuff, and he took the reins when it started and went with it.

President Sop[hia Wages stated she would like to welcome you both to the board adding that she has known both of you many, many, many years. Congratulations Buck and Kim for being re-elected. Thank you, Alan, for chairing the Audit committee tonight. President Wages stated she would like to welcome Dr. Kerrick and Jennifer Knight. President Wages added that as we move forward with CoVid, we are still moving forward with new courses. Hopefully the vaccination will help us get moved forward to in-person learning again. President Wages stated that at the last meeting there was discussed a committee for naming of the gymnasium. Alan I believe was interested, so they need another person if anyone would like to volunteer. Trustee Sandra Jonas volunteered to fill the three member committee comprised of Trustees Wages, Siemer and Jonas.

7. Administration

Action: 7.01 Annual Organization of the Board of Trustees: Election of Officers, Board Representative and Appointment of Secretary

Motion by Kim Dieter nominating Sophia Wages for President. Second by Buck Parks. There being no further nominations, the nominations were closed.

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell

Noes: None

Absent: None

Abstain: Sophia Wages

Motion by Louis Hamilton nominating Kim Dieter for Vice President. Second by Buck Parks. There being no further nominations, the nominations were closed.

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Abstain: Kim Dieter

Secretary to the Board: Dr. Trevor Albertson, Superintendent/President accepted the appointment as Secretary to the Board of Trustees for 2021.

Board Representative to County Office of Education: Kim Dieter was asked if she would be willing to accept the appointment as Representative to the County Office of Education. Trustee Dieter accepted the appointment for 2021.

Action: 7.02 Annual Organization of the Board of Trustees: Appointments to Policy Committee, Audit Committee, and Finance Committee

President Wages made the following committee appointments for the 2021 Year:

Policy Committee: Trustees Parks, Wages, Jonas

Audit Committee: Trustees Parks, Siemer, Trussell

Finance Committee: Trustees Dieter, Hamilton, Siemer

Action: 7.03 Annual Organization of the Board of Trustees: Setting of Time and Place of Regular Monthly Meetings

It is recommended that the Board of Trustees continue to meet at the same time and place and that the second meeting of the month be held only if necessary. The second meeting date of each month would continue to be designated as a regular monthly meeting, but will only be called, if necessary, as determined by the President of the Board of Trustees. The frequency of Board meetings should be determined by the amount of business to be conducted in a reasonable length of time.

In addition, the Governor signed AB 2449, regarding school and college elections. Revision to the Ed Code became effective January 1, 2019. This bill extends the commencement date of a school board member's term to the second Friday in December. In the past two years this has had an effect on when the December organizational meeting must be held. However, in 2021, the fifteen day window for the organizational meeting will be December 10 (the second Friday) to December 24, 2021. Therefore, the Lassen Community College District may hold their Organizational meeting on the second Tuesday of December (12/14), rather than having to extend the meeting out to the third Tuesday (12/21/21) as in 2019 and 2020.

It is recommended that the Board of Trustees approve meeting on the following dates:

January 12, 2021

January 26, 2021-Workshop

February 9, 2021

~~February 23, 2021~~

March 9, 2021

~~March 23, 2021~~

April 13, 2021

April 27, 2021 - Retreat

May 11, 2021

~~May 25, 2021~~

June 8, 2021
~~June 22, 2021~~
 July 13, 2021
 July 27, 2021 - Workshop
 August 10, 2021
~~August 24, 2021~~
 September 14, 2021
~~September 28, 2021~~
 October 12, 2021
 October 26, 2021 - Retreat
 November 9, 2021
~~November 23, 2021~~
 December 14, 2021 Organizational Meeting
~~December 28, 2021~~

Organizational Meeting Note: Per AB 2449 term limit now starts on 2nd Friday of December (12/10/21). Based on how days fall in the month of December 2021, LCC may have the Organizational meeting 2nd Tuesday of month (12/14/21) rather than 3rd Tuesday in 2021 which would be 12/21/21.

Motion by Louis Hamilton, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.04 Annual Organization of the Board of Trustees: Filing of Verification of Signature Form

Education Code Section 85230 requires that the Lassen Community College District Board of Trustees to direct its Secretary to file the Verification of Signature Form with the Office of the Lassen County Superintendent of Schools. Attached is a copy of the Filing Verification of Signature Form. Specifically, the Education Code requires that each order drawn on the funds of a community college district shall be signed by a person or persons authorized by the Board of Trustees to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders. In addition to the members of the Board of Trustees, signatories for all district business, including orders drawn on funds of the district shall be Dr. Trevor Albertson, Interim Superintendent/President, Ms. Terry Bartley, Comptroller, Victoria Ramsey, HR Director and Dr. Randy Joslin, Interim VP of Administrative Services.

Motion by Alan Siemer, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.05 Review of Strategic Plan 2021-2026 (Mission, Vision, Values, Strategic Goals, Institutional Student Learning Outcomes)

Dr. Trevor Albertson, Interim Superintendent/President reported that there have been some updates made to the Strategic Plan which includes the Mission, Vision, Values, Strategic Goals, and Institutional Student Learning Outcomes. The reason we are seeing it tonight, is that the Board lost their quorum at the January workshop meeting when it was scheduled for approval. The Strategic Plan includes a lot of great work by faculty, staff and everyone involved including work by Faculty Senate.

Motion by Alan Siemer, second by Sandra Jonas

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.06 Instructional Program Review - 2020 Business IPR Annual Update

Dr. Trevor Albertson, Interim Superintendent/President advised that this really is a movement in the right direction. This is a six page Update to the IPR and that we have had IPRs over 50 pages. They need to be read in a reasonable

amount of time. Dr. Albertson stated he would like to thank business faculty involved and congratulate them on a job well done.

Motion by Louis Hamilton, second by Alan Siemer

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.07 Annual Financial and Budget Report for the Fiscal Year Ending June 30, 2020

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares an Annual Financial and Budget Report (Form CCFS-311) each fiscal year for submission to the Chancellor's Office. In accordance with the California Code of Regulations, Section 58305(d) a copy of this report is due to the Chancellor's Office on or before October 10, 2020. This year the requirement to file was extended to November 30, 2020 due to the COVID -19 pandemic. The District has timely filed the Annual Financial and Budget Report for the year ended June 30, 2020. The Report indicates that the finances of District remains financially stable at year end June 30, 2020.

Motion by Alan Siemer, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.08 Acceptance of Automotive Technology Advisory Committee for 2020-2021

Dr. Trevor Albertson, Interim Superintendent/President advised that CTE programs have advisory committees that help them maintain currency in their field and help our students get the most out of their education. Chad Lewis has done a great job and advised that the recommendation is for the Board to accept the Automotive Technology Advisory Committee as presented.

Motion by Sandra Jonas, second by Alan Siemer

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.09 Acceptance of Business Advisory Committee for 2020-2021

Dr. Trevor Albertson, Interim Superintendent/President, advised this is the same as the previous item and is an advisory board member list for Business. The Business Department has done a great job getting this together. Dr. Albertson advised that it is recommended the Board accept the Business advisory committee members as presented.

Motion by Louis Hamilton, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.10 2019-2020 Comprehensive Annual Financial Report

Dr. Trevor Albertson, Interim Superintendent/President advised that this is the College's annual audit report and that the Audit Committee went over the audit in great detail at the prior meeting at 4:30 p.m. Dr. Albertson stated that he cannot thank our team enough - Garrett, Terry and everyone. It is a great report for us. Trustee Buck Parks stated that he would like to concur with Trevor and that we need to commend the entire staff that provided data. Dr. Albertson advised that a lot of the work was done with the effects of CoVid so no face-to-face or sit down on campus. One comment he really has to go back to is when this particular person with the auditors spoke to looking at 21 other colleges in the state and our numbers are doing well where our percentages are at. Only one very minor issue to talk about for an audit. It is a really good job by our staff. President Sophia Wages stated that with the completion of this and the excellence of our staff doing all of the hard work, and showing ACCJC, FCMAT, and the Chancellor's office, that we are on it. We are doing the right thing. President Wages stated she is commending everyone that has had anything to do with this, and she wants to thank our business staff.

Motion by Alan Siemer, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 7.11 COVID Update

Dr. Trevor Albertson, Interim Superintendent/President reported that as a CoVid update there are potential cases of CoVid being added, including him. Dr. Albertson stated he thinks he picked it up from his kids, and he will provide a full run down when they find out if he is positive. Dr. Albertson stated his main thing to everyone is to stay off campus. Campus is currently largely shuttered including administration, with minimum individuals to run campus. Dr. Albertson stated he has a minimal schedule on campus. As soon as he has more information on the vaccine, he will provide that when available. Dr. Albertson reported he is working to include our nursing students as ones to be included first as well as our fire students, when the vaccine becomes available.

Information: 7.12 District Budget Update

Dr. Trevor Albertson, Interim Superintendent/President stated that the state budget is at a surplus. There are some cuts to be made but with the updated number as of today, from \$26 billion surplus to the budget. Dr. Albertson advised that one time funds should be coming from that. The Chancellor assured them of that. Dr. Albertson stated they are trying to turn into ongoing funds. There is an economic boom going forward in a certain amount of time. There is a readjustment of community college budgets including K-12 to K-14. This is a huge thing for all colleges state-wide. Dr. Albertson advised that once we know what those one time funds will look like, we need to start prioritizing where those funds will go. Dr. Albertson stated it is a three-step process. Trustee Siemer stated that as Trevor knows, he likes asking the staff for their input on this thing. Is the staff going to have any participation into this? Dr. Albertson advised this is a two-piece response: people can always come and see him. The biggest voice they can have right now is Faculty Senate and Consultation Council. Dr. Albertson stated he takes great pride in listening, and we also need to take a look at a district survey. Dr. Albertson advised a survey was tried 14-15 months ago but did not get a large sample size. We need to reach out to stakeholders in the district. Trustee Siemer agreed that the public should have input. Trustee Siemer stated he wants to have the people who it will affect being able to play a roll in this process. Dr. Albertson advised that a lot of that comes through Consultation Council and what ACCJC and Chancellor's Office ordains as a means to a voice. Dr. Albertson advised that there is additionally one change to the budget, the addition of the word "conservative" which was inadvertently omitted from the final budget.

Information: 7.13 Accreditation Update

Dr. Trevor Albertson, Superintendent/President stated that there was some interesting news he got. He had a chat with Toni Summer, our Accreditation Consultant, and she said to him "your Tri-Chairs are amazing people. Do whatever you can to keep them around". Dr. Albertson stated that they are amazing and doing yeomen's work getting things done. Dr. Albertson advised he has seen Codi Mortell's name pop up late at night and early in the morning making additions to documents. Toni has stated we are a model to getting things done. Dr. Albertson gave kudos to the Tri-Chairs and everyone helping to get things accomplished.

8. Administration -Second Reading and Approval Board Policy

Action: 8.01 BP 1100 - Lassen Community College District (Second Reading and Approval)

Dr. Trevor Albertson, Interim Superintendent/President reported that this is the second reading and approval for BP 1100 - Lassen Community College District. There were no modifications to this Board Policy but is being brought to complete a review of Chapter 1 policies.

Motion by Buck Parks, second by Louis Hamilton

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 8.02 BP 1200 - Mission (Second Reading and Approval)

Dr. Trevor Albertson, Interim Superintendent/President advised that this is a second reading and approval for BP 1200 - Mission. There was one suggested change which was suggested in the Mission statement on the College's Strategic

Plan and that is the deletion of one word "outstanding". This Board policy is being revised so that the Mission contained in the Strategic Plan and Board Policy mirror one another.

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 8.03 BP 4235 - Credit for Prior Learning (Second Reading and Approval)

Dr. Trevor Albertson, Interim Superintendent/President reported that the modifications to this policy were mandated by the Chancellor's office and required to be completed prior to the end of December. Academic Senate worked extensively on this along with Academic Services. It was accepted by Consultation Council and forwarded to the Board for approval. This is the second reading and approval for this policy.

Motion by Louis Hamilton, second by Alan Siemer

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Wages directed those present to the Events tab on the website and noted that there are currently no events scheduled other than Board Meetings due to Covid.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

January 12, 2021	Regular Meeting	Board Room	5:30 p.m.
January 26, 2021	Workshop Meeting	Board Room	12:00 p.m.
February 9, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

It was moved by Trustee Siemer, seconded by Trustee Parks and carried unanimously to go into CLOSED SESSION at 6:46 p.m.

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

13. Closed Session

Action, Discussion, Information: 13.01 Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYMENT

One matter

Action Taken by the Board: No reportable Action

Action, Information: 13.02 Employee Discipline/Dismissal/Release (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

One Matter

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Conference with Labor Negotiators (Three Matters)

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 13.04 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.05 Public Employee Appointment (One Matter)

The Board will consider the following items of business in closed session pursuant to Government Code Section 54954.5, 54957(b), 54957.6:

PUBLIC EMPLOYEE APPOINTMENT

One Matter: Interim Superintendent/President

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.06 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Interim Superintendent/President

Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Siemer, seconded by Trustee Trussell and carried unanimously to go into OPEN SESSION at 7:47 p.m.

Final Resolution: Motion carries.

Roll Call Vote Was Taken:

Ayes: Kim Dieter (via Zoom), Louis Hamilton, Sandra Jonas, Buck Parks, Alan Siemer, David Trussell, Sophia Wages

Noes: None

Absent: None

15. Adjournment

Action: 15.01 Adjournment of Meeting

The meeting adjourned at 7:49 p.m.



Thursday, November 5, 2020
Institutional Effectiveness Planning Committee Meeting

Institutional Effectiveness Planning Committee Meeting

Time: Nov 5, 2020 02:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91410518811>

Or iPhone one-tap (US Toll): +16699006833,91410518811# or +13462487799,91410518811#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 914 1051 8811

International numbers available: <https://cccconfer.zoom.us/j/91410518811>

Or Skype for Business (Lync):

SIP:91410518811@lync.zoom.us

1. Meeting Opening

Subject **1.01 Call To Order**

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Information

Members:

- David Corley
- Lisa Gardiner
- Chad Lewis
- Adam Runyan
- Alison Somerville
- Michael Anderson
- Codi Mortell
- Tiffany Stone
- Bridget Gowin
- Seaira Harrington
- Randy Joslin
- Garrett Taylor

Subject **1.02 Approve Agenda**

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Action

Recommended Action Approve Current agenda

Subject 1.03 Approve Previous Meeting Minutes

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Minutes, Action

Recommended Action Approve the minutes, as recorded, of the previous meeting.

Approve minutes of previous meeting.

2. Discussion and Action Items

Subject 2.01 NIPR Handbook

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Action, Discussion

Recommended Action Approve draft of NIPR Handbook

The Non-Instructional Program Review (NIPR) Handbook establishes procedures for developing program reviews for non-instructional programs. This handbook also establishes the schedule by which each LCC program must submit their NIPR's. Review and approve the 2020 NIPR Handbook.

File Attachments

[2020 NIPR Handbook DRAFT.pdf \(607 KB\)](#)

Subject 2.02 IEMP - Areas Of Focus

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Discussion

Review and update the Areas of Focus from the IEMP:

A. Accreditation

Accreditation is the primary means by which colleges in the United States assure and improve quality. Colleges must apply for reaffirmation of accreditation every seven years. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), as overseen by the U.S. Department of Education (DOE), last took action to reaffirm the accreditation of the College in June 2014; the next ACCJC visit is March 2020. The accreditation status of the College is overseen by the Administration, Accreditation Steering Committee (a role of Consultation Council), the faculty Accreditation Chair, and administrative Accreditation Liaison Officer.

B. Assessment of Student Learning and Administrative Unit Outcomes

Student learning outcome (SLO) assessments are reported at the end of each academic session and administrative unit outcome assessments are reported annually in May. The Director of Institutional Effectiveness will be responsible for monitoring outcome assessment. During the 2018-19 academic year, the college is using a locally developed system. This system has several advantages in its ease of AUO/SLO input, superior self-service reporting, and reduced cost of maintenance. A challenge facing the college (indeed all California Community Colleges) is implementing systems to capture student level success in SLOs to support the disaggregation of SLO data to support disproportionately impacted students. The college is currently implementing a new analytics system (InfoMagnus) that will enhance our SLO and AUO reporting.

C. Fiscal Planning

The College is fiscally prudent with its resources. The College develops its annual operating budget through a budgeting process to determine the expenditure requirements under the established strategic direction and integrative planning processes. Yearly budget parameters and assumptions are evaluated and communicated to ensure that all constituent groups understand realistic resource availability. The majority of College's financial resources come from state apportionment which is enrollment driven. Each spring, district revenue is estimated and expenditures are developed based salary and benefit costs, utility rates, staff retirements and vacancies, and other operational needs. Priorities and recommendations developed in this process serve to guide the College in its decisions and yearly resource allocations. The Fiscal Services department implements and oversees the budget. The Fiscal Services department strives to create and support an environment that allows for the business functions of running an institution while working seamlessly with all areas of the campus and insuring that resources are available when needed to enhance student learning. Fiscal Services aims to provide administration support that promotes effective delivery of education and services to student, faculty, and staff.

3. Information Items

4. Meeting Closing

Subject	4.01 Member Comments/Other
Meeting	Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting
Category	4. Meeting Closing
Type	Discussion, Information
Opportunity for committee members to make comment or address concerns relating to the work of the committee.	

Subject **4.02 Items for Future Meetings**

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

Opportunity to discuss and plan what items may be added to future agendas.

Subject **4.03 Next Meeting Date/Time**

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

Nov. 19, 2020 @ 2:30pm

Subject **4.04 Adjourn Meeting**

Meeting Nov 5, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Action

Close/Adjourn the meeting.



Thursday, September 24, 2020
Institutional Effectiveness Planning Committee Meeting

Institutional Effectiveness Planning Committee Meeting

Time: 2:30PM

Location: Zoom Meeting

Topic: Institutional Effectiveness Planning Committee Meeting

Time: Sep 24, 2020 02:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96601306022>

Or iPhone one-tap (US Toll): +16699006833,96601306022# or +12532158782,96601306022#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 966 0130 6022

International numbers available: <https://cccconfer.zoom.us/u/ad6oLGys04>

Or Skype for Business (Lync):

SIP:96601306022@lync.zoom.us

1. Meeting Opening

Subject **1.01 Call To Order**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Information

Members:

- David Corley
- Lisa Gardiner
- Chad Lewis
- Adam Runyan
- Alison Somerville
- Michael Anderson
- Codi Mortell
- Tiffany Stone
- Bridget Gowin
- Seaira Harrington

Subject **1.02 Approve Agenda**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Action

Recommended Action Approve Current agenda

Subject 1.03 Approve Previous Meeting Minutes

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Action

Recommended Action Approve the minutes, as recorded, of the previous meeting.

Approve minutes of previous meeting.

File Attachments

[IEMP Meeting Minutes 9-11-19.docx \(48 KB\)](#)

[IEMP Meeting Minutes 9-25-19.docx \(48 KB\)](#)

2. Discussion and Action Items

Subject 2.01 Elect Committee Chair

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Action

Recommended Action Institutional Effectiveness Planning Committee needs to elect a new committee chair person for 2020-2021.

Subject 2.02 IEPC Meeting Schedule

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Action, Discussion

Recommended Action Determine a regular scheduled meeting time for committee.

Subject 2.03 Review and Discuss IE Planning Committee Charge

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Action

Recommended Action Approve Committee Charge for 2019-2020

Review and Discuss previous Institutional Effectiveness Planning Committee charge for inclusion in the 2020-2021 Governance Handbook.

The Institutional Effectiveness Planning Committee is charged to:

- Update the Institutional Effectiveness Master Plan to identify items that have been completed, that are

ongoing, and that have not yet been addressed and add new goals and strategies annually to meet emerging needs in the areas of organizational structure, accreditation, governance, program review, planning, research, student learning and administrative unit outcome assessment, fiscal planning and grant development/coordination.

- Analyze data provided by the institutional effectiveness office concerning trends in any of the areas listed above.
- Review and incorporate recommendations from instructional and non-instructional program reviews into planning for an effectiveness institution.
- Integrate effectiveness planning with academic, student services and budget planning to ensure successful implementation of the goals and strategies
- Assists faculty and staff in coordinating the development, assessment and analysis of results of student learning and administrative unit outcomes
- Drive institutional change through recommendations and strategies related to accreditation, program review, outcomes assessment and planning.

Subject **2.04 NIPR Handbook**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Discussion

The Non-Instructional Program Review (NIPR) Handbook establishes procedures for developing program reviews for non-instructional programs. This handbook also establishes the schedule by which each LCC program must submit their NIPR's. Review NIPR Handbook for needed changes.

File Attachments

[2015 NIPR Handbook.docx \(126 KB\)](#)

3. Information Items

Subject **3.01 IPR Handbook**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 3. Information Items

Type Discussion

IPR Handbook is being reviewed for needed updates and changing the timeline. Please review.

File Attachments

[2019 IPR Handbook-1.docx \(1,685 KB\)](#)

4. Meeting Closing

Subject **4.01 Member Comments/Other**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion, Information

Opportunity for committee members to make comment or address concerns relating to the work of the committee.

Subject **4.02 Items for Future Meetings**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

Opportunity to discuss and plan what items may be added to future agendas.

Subject **4.03 Next Meeting Date/Time**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

TBD

Subject **4.04 Adjourn Meeting**

Meeting Sep 24, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Action

Close/Adjourn the meeting.

Institutional Effectiveness Planning Committee Meeting (Thursday, November 5, 2020)

Generated by David Corley on Thursday, November 5, 2020

1. Meeting Opening

Information: 1.01 Call To Order

Members Present: David Corley, Codi Mortell, Lisa Gardiner, Tiffany Stone, Alison Somerville, Chad Lewis
Members Absent: Garrett Taylor, Randy Joslin, Adam Runyan, Bridget Gowin, Seaira Harrington, Michael Anderson

Action: 1.02 Approve Agenda

Agenda Approved

Minutes, Action: 1.03 Approve Previous Meeting Minutes

Minutes Approved

2. Discussion and Action Items

Action, Discussion: 2.01 NIPR Handbook

Reviewed NIPR Handbook made a couple minor adjustments. Need to figure out how the AUO data is going to be collected and AUO's assessed on an annual basis.

Discussion: 2.02 IEMP - Areas Of Focus

Updated Area A (Accreditation), Area B (Assessment of Student Learning and Administrative Unit Outcomes) in the 2021-2026 IEMP Draft document.

Reviewed Area C (Fiscal Planning), will ask Garrett for his input on this, but plan to leave it as is.

3. Information Items**4. Meeting Closing**

Discussion, Information: 4.01 Member Comments/Other

Discussion: 4.02 Items for Future Meetings

Discussion: 4.03 Next Meeting Date/Time

Next Meeting is 11/19/2020 at 2:30pm

Action: 4.04 Adjourn Meeting

3:30pm

Institutional Effectiveness Planning Committee Meeting (Thursday, September 24, 2020)

Generated by David Corley on Thursday, September 24, 2020

1. Meeting Opening

Information: 1.01 Call To Order

Start time 2:32pm

Members present: David Corley, Alison Somerville, Lisa Gardiner, Chad Lewis, Codi Mortell, Bridget Gowin, Seaira Harrington, Adam Runyan

Members Absent: Michael Anderson, Tiffany Stone

Action: 1.02 Approve Agenda

Approved by consensus

Action: 1.03 Approve Previous Meeting Minutes

Approved by consensus

2. Discussion and Action Items

Action: 2.01 Elect Committee Chair

David Corley named IEPC Chair

Action, Discussion: 2.02 IEPC Meeting Schedule

Regular meeting schedule with be 1st and 3rd Thursday's of the month at 2:30pm

Action: 2.03 Review and Discuss IE Planning Committee Charge

Committee is good with the current charge.

David Corley mentioned that Budget Planning was brought up as part of Accreditation and that since "fiscal planning" is part of the committee charge that budget planning topic would likely come up more often in committee meetings. Along those lines there was a question posted on a listserve yesterday requesting feed back from other college on what they are doing to meet the new compliance requirement surrounding "policies and procedures over SCFF data management...". LCC will need to figure this out also and will be brought to this committee.

Discussion: 2.04 NIPR Handbook

The NIPR handbook needs to be updated. Please review for needed updated. David and Randy will also be looking at this to see what needs to be changed. We want to simplify this process if at all possible.

3. Information Items

Discussion: 3.01 IPR Handbook

This is currently being updated by Academic Senate. This initial update is focused on dates, timeline, courses, and program updates, but long term we want to update the whole IPR process to simplify it. Any updates that are identified please send them to Adam Runyan.

4. Meeting Closing

Discussion, Information: 4.01 Member Comments/Other

We are looking at software by Watermark, their TaskStream product. This would be a solution that can help us to fully assess our SLO's as has been identified by Accreditation that we are not doing. Currently we only are able to do course SLO assessment.

Discussion: 4.02 Items for Future Meetings

Discussion: 4.03 Next Meeting Date/Time

Next meeting is Oct. 15, 2020 @ 2:30pm

Action: 4.04 Adjourn Meeting

Adjourned at 2:55pm



Thursday, November 19, 2020
Institutional Effectiveness Planning Committee Meeting

Topic: Institutional Effectiveness Planning Committee Meeting

Time: Nov 19, 2020 02:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/98469797146>

Or iPhone one-tap (US Toll): +16699006833,98469797146# or +12532158782,98469797146#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 984 6979 7146

International numbers available: <https://cccconfer.zoom.us/j/98469797146>

Or Skype for Business (Lync):

SIP:98469797146@lync.zoom.us

1. Meeting Opening

Subject **1.01 Call To Order**

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Information

Members:

- David Corley
- Lisa Gardiner
- Chad Lewis
- Adam Runyan
- Alison Somerville
- Michael Anderson
- Codi Mortell
- Tiffany Stone
- Bridget Gowin
- Seaira Harrington
- Randy Joslin
- Garrett Taylor

Subject **1.02 Approve Agenda**

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Action

Recommended Action Approve Current agenda

Subject 1.03 Approve Previous Meeting Minutes

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 1. Meeting Opening

Type Minutes, Action

Recommended Action Approve the minutes, as recorded, of the previous meeting.

Approve minutes of previous meeting.

2. Discussion and Action Items

Subject 2.01 NIPR Handbook

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Action, Discussion

Recommended Action Approve draft of NIPR Handbook

The Non-Instructional Program Review (NIPR) Handbook establishes procedures for developing program reviews for non-instructional programs. This handbook also establishes the schedule by which each LCC program must submit their NIPR's. Review and approve the 2020 NIPR Handbook.

File Attachments

[2020 NIPR Handbook 11-13-2020.pdf \(614 KB\)](#)

Subject 2.02 IEMP - Areas Of Focus

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 2. Discussion and Action Items

Type Discussion

Review and update the Areas of Focus from the IEMP:

D. Governance

The Lassen Community College governance structure involves faculty, staff, administration, students, the Governing Board, and the community in the planning and operation of the college.

The governance structure and practices embrace the Lassen Community College values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do. The Governing Board is the final authority for governance at Lassen Community College. The Governing Board delegates authority to the Superintendent/ President who in turn solicits and receives input through the participatory governance decision-making process.

E. Grant Development/Coordination

Grant development is primarily the responsibility of the Grant Development Team comprised of the Vice-President of Academic Services, Dean of Student Services and the two Deans of Instructional Services, and the Director of Institutional Effectiveness. Coordination of grants is the responsibility of the individual identified in the grant. The College is engaged in actively pursuing grant funding to supplement the general fund.

F. Institutional Planning

As required by regulation, the College's financial planning includes both short-term and long-term goals and objectives, provides for broad-based-input, and is coordinated with educational planning.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning and budget development process begins with the program review process, which utilizes student learning and administrative outcome assessments as the mechanism to justify recommendations. The program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan.

G. Organizational Structure

The organizational structure of the College is depicted graphically in organization charts for each institutional area: President, Academic Services, Administrative Services and Student Services. The organizational charts are updated at least annually following the July board meeting for incorporation into the Participatory Governance Handbook.

3. Information Items

4. Meeting Closing

Subject 4.01 Member Comments/Other

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion, Information

Opportunity for committee members to make comment or address concerns relating to the work of the committee.

Subject 4.02 Items for Future Meetings

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

Opportunity to discuss and plan what items may be added to future agendas.

Subject 4.03 Next Meeting Date/Time

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Discussion

Nov. 19, 2020 @ 2:30pm

Subject 4.04 Adjourn Meeting

Meeting Nov 19, 2020 - Institutional Effectiveness Planning Committee Meeting

Category 4. Meeting Closing

Type Action

Close/Adjourn the meeting.

Institutional Effectiveness Planning Committee Meeting (Thursday, November 19, 2020)

Generated by David Corley on Wednesday, December 2, 2020

1. Meeting Opening

Information: 1.01 Call To Order

Members Present: David Corley, Codi Mortell, Lisa Gardiner, Tiffany Stone, Alison Somerville, Chad Lewis, Randy Joslin, Adam Runyan, Seaira Harrington, Bridget Gowin

Members Absent: Garrett Taylor, Michael Anderson

Action: 1.02 Approve Agenda

Agenda Approved

Minutes, Action: 1.03 Approve Previous Meeting Minutes

Minutes Approved

2. Discussion and Action Items

Action, Discussion: 2.01 NIPR Handbook

2020 NIPR Handbook approved

Discussion: 2.02 IEMP - Areas Of Focus

Continued working on the remaining Areas Of Focus

3. Information Items

4. Meeting Closing

Discussion, Information: 4.01 Member Comments/Other

Discussion: 4.02 Items for Future Meetings

Discussion: 4.03 Next Meeting Date/Time

12/3/2020 @ 2:30pm

Action: 4.04 Adjourn Meeting

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.
- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow
- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements
- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

- October The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
- October Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
- October Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
- November/December Initial meeting of the IPR Team and Senate mentor (if desired).
- November-May The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
- February Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
- August The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
- September The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
- October IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents.
- Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

- Fine Arts (including Art History and Studio Art)
- Humanities (including English)
- Mathematics/Natural Science
- History/Social Science/Sociology/Psychology/Anthropology
- Physical Education

Career/Technical Programs — 2-yr cycle

- Administration of Justice (including related POST information)
- Agriculture
- Automotive Technology
- Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
- Information Systems
- Graphic Design
- Fire Technology
- Gunsmithing (including related NRA)
- Human Services
- Allied Health (including Vocational Nursing, CNA, Medical Assisting)
- Welding Technology

Special Academic Programs — 4-yr cycle

- Athletics
- Developmental Studies
- Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u> ..	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

<u>II. PROFESSIONAL DEVELOPMENT</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25
<u>III. STUDENT OUTCOMES</u>	26
<u>DESCRIPTION/EVALUATION</u>	26
<u>PLANNING AGENDA</u>	26
<u>IV. PRIORITIZED RECOMMENDATION</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN</u>	27
<u>SECTION THREE: FACILITIES PLANNING</u>	27
<u>I. FACILITIES</u>	27
<u>DESCRIPTION/EVALUATION</u>	27
<u>PLANNING AGENDA</u>	27
<u>II. PRIORITIZED RECOMMENDATIONS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN</u>	28
<u>SECTION FOUR: TECHNOLOGY PLANNING</u>	28
<u>I. TECHNOLOGY</u>	28
<u>DESCRIPTION/EVALUATION</u>	28
<u>PLANNING AGENDA</u>	28
<u>II. PRIORITIZED RECOMMENDATIONS</u>	29
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	29
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS</u>	29
<u>PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN</u>	29
<u>ATTACHMENT A:</u>	30
<u>ATTACHMENT B:</u>	31
<u>ATTACHMENT C:</u>	32
<u>ATTACHMENT D:</u>	33
<u>ATTACHMENT E:</u>	34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. . Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
[Click here to enter text.](#)
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)
3. Describe any facilities needs identified by assessments of student learning outcomes
[Click here to enter text.](#)
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.
[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

LASSEN COMMUNITY COLLEGE MASTER PLAN OVERVIEW

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of
Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
Yuting Lin
Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.

From: [Carie Camacho](#)
To: [LCC Faculty - FT](#); [Kittie Edson](#); [Elizabeth A Darley](#)
Cc: [Codi L Mortell](#); toni@sommerwholesalenursery.com; [Roxanna A Haynes](#)
Subject: SLO Mapping Training
Date: Thursday, October 29, 2020 2:27:25 PM
Importance: High

Hi All,

This is a reminder that Colleen Baker is hosting a Zoom SLO Mapping Workshop Friday, October 30th from 10:00 am to 11:00 am. See below for link. It is crucial that everyone review and update (if needed) their SLO's and review their maps. In the next couple of weeks she will also host a PSLO Zoom training.

If you have any questions regarding SLO's, PSLO's or mapping please contact Colleen or Chad.

Thank you, Carie

Topic: Accreditation Event - SLO Mapping Instructions
Time: Oct 30, 2020 10:00 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93164622844?pwd=M0xLUnBPSWJza29XVVVVK3dUNmFoQT09>

Password: NHX96*wuJm

Or iPhone one-tap (US Toll): +16699006833,93164622844# or +12532158782,93164622844#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 931 6462 2844

International numbers available: <https://cccconfer.zoom.us/j/93164622844>

Or Skype for Business (Lync):

[SIP:93164622844.4767143354@lync.zoom.us](https://cccconfer.zoom.us/j/93164622844)

From: [David A Corley](#)
To: [Lisa Gardiner](#); [LCC Everyone](#)
Cc: [Toni Sommer](#)
Subject: RE: It's Accreditation Awareness Week!
Date: Monday, October 26, 2020 3:31:26 PM
Attachments: [image001.png](#)

Please visit LCC's Accreditation site to learn more:
<https://lassencollege.instructure.com/courses/3195>

Thanks,

David Corley

From: Lisa Gardiner
Sent: Monday, October 26, 2020 1:00 PM
To: LCC Everyone <everyone@lassencollege.edu>
Cc: Toni Sommer <toni@sommerwholesalenursery.com>
Subject: It's Accreditation Awareness Week!

Greetings LCC!

Welcome to Accreditation Awareness Week!

This week we are promoting Accreditation Awareness by highlighting information and resources pertaining to our Compliance Requirements and Recommendations. You will be receiving a Canvas course invitation to Accreditation information and resources, and this Friday our very own Collen Baker will be providing a virtual workshop on SLO Mapping --- See details below.

Next year in October we will be presenting our Follow-Up Report to ACCJC and preparing for another ACCJC site visit. Accreditation Evidence gathering is underway, our report writing will take place in Spring semester *to be completed by April*.

As a campus, we have some work ahead of us, but with our dedication and perseverance we will get it done! The tools and resources we are rolling out this week are to assist everyone in getting involved.

Check them out!!! You might win an Amazon gift card!



ACCREDITATION AWARENESS WEEK

October 26 - October 30
2020

RESOURCES AND TRAINING

There is something for everyone!!!

WIN!!! WIN!!! RAFFLE!!!!

- Accreditation Overview
- Program Review
- Outcome Assessment, Reporting, Mapping
- Shared Governance
- Committee Work with Accreditation in Mind
- Creating & Submitting Evidence for Accreditation

SELF-GUIDED LEARNING WITH CANVAS RESOURCES



Accreditation

SLO MAPPING VIRTUAL WORKSHOP!

With Colleen Baker
Friday, October 30th
10:00 am – 11:00 am

Via Zoom:

<https://cccconfer.zoom.us/j/93164622844?pwd=M0xLUnBPSWJza29XVVVVPK3dUNmFoQT09>
Password: NHX96*wuJm

\$20 Amazon Gift Card Raffle for LCC employees completing Accreditation Quiz in Canvas with eligible score!!!

5 WINNERS WILL BE CHOSEN!!!

This week you will receive a course invitation to our Accreditation Resources in Canvas. -- This provides you with an opportunity to complete an Accreditation Quiz, and with a qualifying score, be entered into a raffle for one of 5 \$20 Amazon Gift Cards!

In addition, Colleen Baker will be providing a Virtual SLO Mapping Workshop this Friday, October 30th from 10:00 am to 11:00 am. To attend, see live link below. If you are unable to attend, a video of this training will be posted in the Canvas Accreditation course tile under, "SLO Mapping".

Topic: Accreditation Event - SLO Mapping Instructions

Time: Oct 30, 2020 10:00 AM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93164622844?pwd=M0xLUnBPSWJza29XVVVVPK3dUNmFoQT09>

Password: NHX96*wuJm

Or iPhone one-tap (US Toll): +16699006833,93164622844# or +12532158782,93164622844#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 931 6462 2844

International numbers available: <https://cccconfer.zoom.us/j/93164622844>

Or Skype for Business (Lync):

<SIP:93164622844.4767143354@lync.zoom.us>

Thanks for your engagement with these activities!

Your Accreditation Tri-Chairs:

Alison Somerville

Chad Lewis

Lisa Gardiner

Collapse All
View Progress
+ Module
⋮

⋮	▼ Accreditation Overview	✓	+	⋮
⋮	📄 Accreditation Awareness Week Kick Off with LCC President, Dr. Trevor Albertson!!!		🔒	⋮
⋮	📄 Lassen Community College Accreditation	✓		⋮
⋮	📄 Accreditation Orientation	✓		⋮
⋮	📄 Accreditation Timeline	✓		⋮
⋮	📄 Accreditation Compliance Requirments and Recommendations	✓		⋮
⋮	📄 ACCJC Accreditation Standards	✓		⋮
⋮	📄 Consultation Council Accreditation Canvas Presentation		🔒	⋮
▶				
⋮	▼ THE BIG PICTURE: SHARED GOVERNANCE	✓	+	⋮
⋮	📄 Introduction to Shared Governance	✓		⋮
⋮	🔗 2019-2020 Governance Handbook-approved 8.5.20-1.pdf	✓		⋮
⋮	📄 Shared Governance Climate Survey	✓		⋮
⋮	▼ Committee Work	✓	+	⋮
⋮	📄 Getting started with Committee Work	✓		⋮
⋮	📄 LCC Committee Structure Matrix	✓		⋮
⋮	📄 Focused Efforts for Committees... ACCJC Compliance Requirements & Recommendations	✓		⋮
⋮	📄 Committee Progress Updates on Compliance Requirements and Recommendations	✓		⋮
⋮	📄 Committee Progress Update Form	✓		⋮
⋮	▼ Planning and Budget Process	✓	+	⋮
⋮	📄 Introduction to Institutional Planning and Budget Process	✓		⋮
⋮	🔗 2019-2020 Institutional Planning and Budget Development Process Handbook.pdf	✓		⋮
⋮	▼ Outcomes (SLOs & AUOs) Assessment	✓	+	⋮
⋮	📄 Introduction to: Outcomes Assessment	✓		⋮
⋮	▼ Student Learning Outcomes	✓	+	⋮
⋮	Student Learning Outcome (SLO) Creating, Revising and Assessing	✓		⋮
⋮	📄 Introduction to SLOs	✓		⋮
⋮	📄 Creating and Revising Student Learning Outcomes	✓		⋮

Introduction to SLO Assessment	✓	⋮
SLO Assessment Plan (Submit within first week of course)	✓	⋮
SLO Assessment Results (due within 8 district business days of last day of finals)	✓	⋮
Student Learning Outcome (SLO) Mapping	✓	⋮
Student Learning Outcome Map	✓	⋮
Program Student Learning Outcome Map	✓	⋮
For more SLO information...	✓	⋮
Feedback	✓	⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓	⋮



COMING SOON...Administrative Unit Outcomes (AUO)	✓	+	⋮
AUO Breakout Session Fall 2020 Convocation	⊘		⋮
Convocation 2020FA - AUO Breakout Session.docx	⊘		⋮
Feedback	⊘		⋮
Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘		⋮

Instructional Program Review	✓	+	⋮
Introduction to Instructional Program Review	✓		⋮
IPR Orientation	✓		⋮
Approved 2020 IPR Handbook.pdf	✓		⋮
IPR Peer Review and Support	✓		⋮
Approved IPR Peer Review Checklist Rubric.pdf	✓		⋮
2020-2021 IPR Timeline	✓		⋮
Feedback	✓		⋮
Instructional Program Review Process and Information Survey	✓		⋮

COMING SOON... Non-Instructional Program Review	✓	+	⋮
Introduction to Non-Instructional Program Review	⊘		⋮
2015 NIPR Handbook.docx	⊘		⋮
NEEDS CONTENT...2020-2021 NIPR Timeline	⊘		⋮
Feedback	⊘		⋮
Non-Instructional Program Review Process and Information Survey	⊘		⋮

Evidence	✓	+	⋮
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Introduction: Evidence	✓	⋮
Meetings	✓	⋮
Introduction to Minutes and Agendas	✓	⋮
Tips: Agendas & Minutes	✓	⋮
Brown Act	✓	⋮
Information for Meetings that use Board Docs	✓	⋮
Using Board Docs	✓	⋮
Information for Ad Hoc Committees and Work Groups that Do Not Use Board Docs	✓	⋮
LCC Ad Hoc Committee - Work Group Agenda Template	✓	⋮
LCC Ad Hoc Committee - Work Group Minutes (Notes) Template	✓	⋮
Handbooks	✓	⋮
Handbook Review/Revision Considerations	✓	⋮
Handbook Covers	✓	⋮
Documents	✓	⋮
File Naming/Document Labeling/Storage	✓	⋮
Feedback	✓	⋮
"Evidence" Feedback Survey	✓	⋮

THE ACCREDITATION QUIZ -- 80% GETS YOU IN THE RAFFLE!!!!	✓	+	⋮
Accreditation Quiz	✓		⋮
Accreditation Raffle Winners	✓		⋮

Open Surveys for Process and Information Feedback	⊘	+	⋮
Shared Governance Climate Survey	✓		⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓		⋮
Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘		⋮
Instructional Program Review Process and Information Survey	✓		⋮
Non-Instructional Program Review Process and Information Survey	⊘		⋮
"Evidence" Feedback Survey	✓		⋮



Tuesday, November 17, 2020
Curriculum and Academic Standards Committee 3:00 pm via Zoom

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/97516238578?pwd=YnhCaEhMOVZabW90bTRwZ0ppbGIHQTO9>

Password: 312305

Or iPhone one-tap (US Toll): +16699006833,97516238578# or +12532158782,97516238578#

1. Meeting Openings

Subject	1.01 Call to order
Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Information

ASB Representative
 Ms. Carie Camacho
 Mr. Tom Downing-Vice Chair
 Ms. Cathy Harrison
 Ms. Heidi Gray
 Mr. Kory Konkol
 Ms. Julie William -CSEA Alternate
 Mr. Chad Lewis- Chair
 Ms. Joesetta Mata
 Ms. K.C. Mesloh
 Ms. Fran Oberg
 Mr. Thomas Robb
 Mr. Andy Rupley
 Ms. Crystal Tobola
 Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Subject	1.02 Agenda Approval
Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Action

Subject	1.03 Minutes Approve November 3, 2020
Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 1. Meeting Openings

Type Action, Minutes

2. Subcommittee Action

3. Action Items

Subject 3.01 Approve new SLO mapping Forms

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-GESLO Mapping Template Final.docx \(42 KB\)](#)

[SLO-GESLO Mapping Template Final.pdf \(145 KB\)](#)

[PSLO Mapping Template Final.docx \(33 KB\)](#)

Subject 3.02 Review and approve Administration of Justice course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AJ SLO Mapping_Program Revision Form_2.pdf \(2,664 KB\)](#)

[AJ9_Intro to Correctional Science.pdf \(149 KB\)](#)

[AJ10_Criminology.pdf \(148 KB\)](#)

[AJ11_Youth Gangs in America.pdf \(148 KB\)](#)

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[AJ14_Juvenile Procedures.pdf \(149 KB\)](#)

[AJ20_Criminal Law.pdf \(149 KB\)](#)

[AJ23_Criminal Evidence.pdf \(148 KB\)](#)

[AJ24_Community Relations.pdf \(148 KB\)](#)

[AJ35_Investigative Techniques_2.pdf \(150 KB\)](#)

[AJ52A_Arrest Methods and Procedures.pdf \(147 KB\)](#)

[AJ52B_Firearms PC832.pdf \(149 KB\)](#)

[AJ52BR_Firearms Training Refresher.pdf \(149 KB\)](#)

[AJ53_Basic Force and Weaponry.pdf \(149 KB\)](#)

[AJ57_Firearms Tactical Rifle.pdf \(148 KB\)](#)

[AJ58_Perishable Skills for Peace Officers.pdf \(149 KB\)](#)

[AJ59_First Aid CPR AED Refresher for Peace Officers.pdf \(148 KB\)](#)

[AJ71_CDCR Off-Post Training for Custody Staff.pdf \(148 KB\)](#)

[AJ5_Intro to Forensics.pdf \(149 KB\)](#)

[AJ8_Criminal Court Process.pdf \(148 KB\)](#)

[AJ16_Supervision In Law Enforcement.pdf \(148 KB\)](#)

Subject 3.03 AGR 10 AGR-10 Introduction to Animal Science - Approve course for hybrid delivery

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AGR 10 Course outline change.pdf \(205 KB\)](#)
[course revision agr 10.pdf \(2,001 KB\)](#)

Subject **3.04 AGR 10 AGR-10 Introduction to Animal Science - Approve update texted book to 12th edition, 2019, ISBN 9780135187258**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

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[course revision agr 10.pdf \(2,001 KB\)](#)

Subject **3.05 AGR 23 Western Riding and Training - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 23 course outline changes.pdf \(189 KB\)](#)
[Course Revision agr 23.pdf \(2,005 KB\)](#)

Subject **3.06 AGR 40 Basic Agricultural Mechanics - Approve course for hybrid delivery.**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 40 course outline change.pdf \(183 KB\)](#)
[Course Revision agr 40.pdf \(2,005 KB\)](#)

Subject **3.07 AGR 41 Farm Tractors and Farm Power - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 41 Course Outline change.pdf \(191 KB\)](#)

[Course Revision agr 41.pdf \(2,005 KB\)](#)

Subject **3.08 AGR 50 Basic Riding - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 50 course outline change.pdf \(155 KB\)](#)
[Course Revision agr 50.pdf \(2,005 KB\)](#)

Subject **3.09 Review an approve Business course SLO mapping**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form-BUS 13.pdf \(2,020 KB\)](#)
[Course Revision Form-BUS 18.pdf \(2,016 KB\)](#)
[Course Revision Form-BUS 19.pdf \(2,019 KB\)](#)
[Course Revision Form-BUS 22.pdf \(2,019 KB\)](#)
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[Course Revision Form-BUS 27.pdf \(2,019 KB\)](#)
[Course Revision Form-BUS 34A.pdf \(2,019 KB\)](#)
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[Course Revision Form-BUS 1A.pdf \(2,016 KB\)](#)
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[Course Revision Form-BUS 1C.pdf \(2,020 KB\)](#)
[Course Revision Form-BUS 2.pdf \(2,020 KB\)](#)
[Course Revision Form-BUS 10.pdf \(2,020 KB\)](#)
[SLO-GESLO Mapping - BUS 25.pdf \(147 KB\)](#)
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[SLO-GESLO Mapping BUS 1A.pdf \(147 KB\)](#)
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[SLO-GESLO Mapping BUS 10.pdf \(147 KB\)](#)
[SLO-GESLO Mapping BUS 13.pdf \(147 KB\)](#)
[SLO-GESLO Mapping - BUS 18.pdf \(147 KB\)](#)
[SLO-GESLO Mapping - BUS 19.pdf \(147 KB\)](#)
[SLO-GESLO Mapping - BUS 22.pdf \(147 KB\)](#)

Subject **3.10 Review and approve Chemistry course SLO mapping**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form _ CHEM 40.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 40L.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 45.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 45A.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 1A.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 1B.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 8.pdf \(1,981 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 1B.pdf \(149 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 8.pdf \(148 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 40.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 40L.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 45.pdf \(149 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 45A.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 1A.pdf \(149 KB\)](#)

Subject 3.11 Review and approve Computer Applications course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form CA 54.pdf \(2,021 KB\)](#)
[Course Revision Form CA 55.pdf \(2,021 KB\)](#)
[Course Revision Form CA 56.pdf \(2,021 KB\)](#)
[Course Revision Form CA 57.pdf \(2,021 KB\)](#)
[Course Revision Form CA 59.pdf \(2,021 KB\)](#)
[Course Revision Form CA 150.pdf \(2,021 KB\)](#)
[Course Revision Form CA 31.pdf \(2,016 KB\)](#)
[Course Revision Form CA 32.pdf \(2,021 KB\)](#)
[SLO-GESLO Mapping Template Final CA 32.pdf \(148 KB\)](#)
[SLO-GESLO Mapping Template Final CA 54.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 55.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 56.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 57.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 59.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 31.pdf \(148 KB\)](#)

Subject 3.12 Review and approve Computer Office Tech course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form- COT 52.pdf \(2,021 KB\)](#)
[Course Revision Form- COT 59.pdf \(2,021 KB\)](#)
[Course Revision Form- COT 50.pdf \(2,021 KB\)](#)
[SLO-GESLO Mapping Template - COT 52.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template - COT 59.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template - COT 50.pdf \(147 KB\)](#)

Subject **3.13 Review and approve Computer Science course SLO mapping**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[Course Revision Form- CS 1.pdf \(2,018 KB\)](#)
[SLO-GESLO Mapping Template - CS1.pdf \(147 KB\)](#)

4. Discussion Items

Subject **4.01 CS 150 Tech Support - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[System admin course pkt.pdf \(2,555 KB\)](#)
[CS 150 Tech Support Course outline.pdf \(141 KB\)](#)

Subject **4.02 CS 151 Bits and Bytes - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[Bits and Bytes course pkt.pdf \(2,554 KB\)](#)
[CS 151 Bits and Bytes Course Outline.pdf \(141 KB\)](#)

Subject **4.03 CS 152 Operating Systems - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[Operating systems course pkt.pdf \(2,552 KB\)](#)
[CS 152 operating systems outline.pdf \(142 KB\)](#)

Subject **4.04 CS 153 System Administration - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments

[System admin course pkt.pdf \(2,555 KB\)](#)
[CS 153 System Administration outline.pdf \(141 KB\)](#)

Subject 4.05 CS 154 IT Security - New course

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type

File Attachments

[IT security course pkt.pdf \(2,554 KB\)](#)
[CS 154 IT security outline.pdf \(141 KB\)](#)

Subject 4.06 IT Support Professional - New Non-credit Certificate of Completion

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments

[IT Support pkt.pdf \(2,120 KB\)](#)

5. Information Items

Subject 5.01 Distance Education Committee Report

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Subject 5.02 Instructional Program reviews due

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Agriculture – Sept 2014, 2016, 2018, 2020
 Allied Health – Sept 2017, 2019, 2021
 Automotive Technology-Sept 2018, 2020
 Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019, 2021
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019, 2021

Subject **5.03 Future Meeting dates**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

November 17th

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, November 17, 2020)

Generated by Sue Kelley on Tuesday, November 17, 2020

1. Meeting Openings:

1.01 Call to order @3:02

Present:

Mr. Tom Downing-Vice Chair

Mr. Chad Lewis- Chair

Ms. Joesetta Mata

Ms. K.C. Mesloh

Ms. Fran Oberg

Mr. Thomas Robb

Mr. Andy Rupley

Ms. Crystal Tobola

Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:

ASB Representative

Ms. Carie Camacho

Ms. Cathy Harrison

Ms. Heidi Gray

Mr. Kory Konkol

Ms. Julie William -CSEA Alternate

1.02 Agenda Approval Rupley/Downing: MSCU

1.03 Minutes Approve November 3, 2020

Not attached will be at next meeting

2. Subcommittee Action:

None

3. Action Items:

3.01 Approve new SLO mapping Forms: Rupley/Downing: MSCU

Like the form and color coding

3.02 Review and approved Administration of Justice course SLO mapping: Rupley/Oberg: MSCU

3.03 AGR 10 AGR-10 Introduction to Animal Science - Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.04 AGR 10 AGR-10 Introduction to Animal Science- Downing/Somerville: MSCU

Approved update texted book to 12th edition, 2019, ISBN 9780135187258

Effective: Fall 2021

3.05 AGR 23 Western Riding and Training- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.06 AGR 40 Basic Agricultural Mechanics- Downing/Somerville: MSCU

Approved course for hybrid delivery.

Effective: Fall 2020 COVID-19

3.07 AGR 41 Farm Tractors and Farm Power- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.08 AGR 50 Basic Riding- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.09 Review and approve Business course SLO mapping: Oberg/Mata: Table

Incomplete did not include assessment measure

3.10 Review and approved Chemistry course SLO mapping: Downy/Somerville

3.11 Review and approve Computer Applications course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

3.12 Review and approve Computer Office Tech course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

3.13 Review and approve Computer Science course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

4. Discussion Items

Discussion: 4.01 CS 150 Tech Support - New course

Change to 10 hours lecture. add Information Technology as a discipline on all four courses. This will be offered as adult education courses to get people into the workforce.

Add Computer Information Systems as discipline.

Discussion: 4.02 CS 151 Bits and Bytes - New course

Discussion: 4.03 CS 152 Operating Systems - New course

Discussion: 4.04 CS 153 System Administration - New course

Discussion: 4.06 IT Support Professional - New Non-credit Certificate of Completion

5. Information Items:

Information: 5.01 Distance Education Committee Report

No report

Information: 5.02 Instructional Program reviews due

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment Downy/Somerville @ 3:31



Tuesday, November 17, 2020
Curriculum and Academic Standards Committee 3:00 pm via Zoom

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/97516238578?pwd=YnhCaEhMOVZabW90bTRwZ0ppbGIHQTO9>

Password: 312305

Or iPhone one-tap (US Toll): +16699006833,97516238578# or +12532158782,97516238578#

1. Meeting Openings

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Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Information

ASB Representative
 Ms. Carie Camacho
 Mr. Tom Downing-Vice Chair
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 Ms. Joesetta Mata
 Ms. K.C. Mesloh
 Ms. Fran Oberg
 Mr. Thomas Robb
 Mr. Andy Rupley
 Ms. Crystal Tobola
 Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Subject	1.02 Agenda Approval
Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Action

Subject	1.03 Minutes Approve November 3, 2020
Meeting	Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 1. Meeting Openings

Type Action, Minutes

2. Subcommittee Action

3. Action Items

Subject 3.01 Approve new SLO mapping Forms

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

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[SLO-GESLO Mapping Template Final.pdf \(145 KB\)](#)

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Subject 3.02 Review and approve Administration of Justice course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

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[AJ11_Youth Gangs in America.pdf \(148 KB\)](#)

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[AJ23_Criminal Evidence.pdf \(148 KB\)](#)

[AJ24_Community Relations.pdf \(148 KB\)](#)

[AJ35_Investigative Techniques_2.pdf \(150 KB\)](#)

[AJ52A_Arrest Methods and Procedures.pdf \(147 KB\)](#)

[AJ52B_Firearms PC832.pdf \(149 KB\)](#)

[AJ52BR_Firearms Training Refresher.pdf \(149 KB\)](#)

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[AJ16_Supervision In Law Enforcement.pdf \(148 KB\)](#)

Subject 3.03 AGR 10 AGR-10 Introduction to Animal Science - Approve course for hybrid delivery

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

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[course revision agr 10.pdf \(2,001 KB\)](#)

Subject **3.04 AGR 10 AGR-10 Introduction to Animal Science - Approve update texted book to 12th edition, 2019, ISBN 9780135187258**

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Subject **3.05 AGR 23 Western Riding and Training - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 23 course outline changes.pdf \(189 KB\)](#)
[Course Revision agr 23.pdf \(2,005 KB\)](#)

Subject **3.06 AGR 40 Basic Agricultural Mechanics - Approve course for hybrid delivery.**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

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Subject **3.07 AGR 41 Farm Tractors and Farm Power - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Agr 41 Course Outline change.pdf \(191 KB\)](#)

[Course Revision agr 41.pdf \(2,005 KB\)](#)

Subject **3.08 AGR 50 Basic Riding - Approve course for hybrid delivery**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

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[Course Revision agr 50.pdf \(2,005 KB\)](#)

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[SLO-GESLO Mapping - BUS 19.pdf \(147 KB\)](#)
[SLO-GESLO Mapping - BUS 22.pdf \(147 KB\)](#)

Subject **3.10 Review and approve Chemistry course SLO mapping**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form _ CHEM 40.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 40L.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 45.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 45A.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 1A.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 1B.pdf \(1,981 KB\)](#)
[Course Revision Form _ CHEM 8.pdf \(1,981 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 1B.pdf \(149 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 8.pdf \(148 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 40.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 40L.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 45.pdf \(149 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 45A.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final_CHEM 1A.pdf \(149 KB\)](#)

Subject 3.11 Review and approve Computer Applications course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form CA 54.pdf \(2,021 KB\)](#)
[Course Revision Form CA 55.pdf \(2,021 KB\)](#)
[Course Revision Form CA 56.pdf \(2,021 KB\)](#)
[Course Revision Form CA 57.pdf \(2,021 KB\)](#)
[Course Revision Form CA 59.pdf \(2,021 KB\)](#)
[Course Revision Form CA 150.pdf \(2,021 KB\)](#)
[Course Revision Form CA 31.pdf \(2,016 KB\)](#)
[Course Revision Form CA 32.pdf \(2,021 KB\)](#)
[SLO-GESLO Mapping Template Final CA 32.pdf \(148 KB\)](#)
[SLO-GESLO Mapping Template Final CA 54.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 55.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 56.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 57.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 59.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template Final CA 31.pdf \(148 KB\)](#)

Subject 3.12 Review and approve Computer Office Tech course SLO mapping

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form- COT 52.pdf \(2,021 KB\)](#)
[Course Revision Form- COT 59.pdf \(2,021 KB\)](#)
[Course Revision Form- COT 50.pdf \(2,021 KB\)](#)
[SLO-GESLO Mapping Template - COT 52.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template - COT 59.pdf \(147 KB\)](#)
[SLO-GESLO Mapping Template - COT 50.pdf \(147 KB\)](#)

Subject **3.13 Review and approve Computer Science course SLO mapping**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[Course Revision Form- CS 1.pdf \(2,018 KB\)](#)
[SLO-GESLO Mapping Template - CS1.pdf \(147 KB\)](#)

4. Discussion Items

Subject **4.01 CS 150 Tech Support - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[System admin course pkt.pdf \(2,555 KB\)](#)
[CS 150 Tech Support Course outline.pdf \(141 KB\)](#)

Subject **4.02 CS 151 Bits and Bytes - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[Bits and Bytes course pkt.pdf \(2,554 KB\)](#)
[CS 151 Bits and Bytes Course Outline.pdf \(141 KB\)](#)

Subject **4.03 CS 152 Operating Systems - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments
[Operating systems course pkt.pdf \(2,552 KB\)](#)
[CS 152 operating systems outline.pdf \(142 KB\)](#)

Subject **4.04 CS 153 System Administration - New course**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments

[System admin course pkt.pdf \(2,555 KB\)](#)
[CS 153 System Administration outline.pdf \(141 KB\)](#)

Subject 4.05 CS 154 IT Security - New course

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type

File Attachments

[IT security course pkt.pdf \(2,554 KB\)](#)
[CS 154 IT security outline.pdf \(141 KB\)](#)

Subject 4.06 IT Support Professional - New Non-credit Certificate of Completion

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Discussion

File Attachments

[IT Support pkt.pdf \(2,120 KB\)](#)

5. Information Items

Subject 5.01 Distance Education Committee Report

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Subject 5.02 Instructional Program reviews due

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Agriculture – Sept 2014, 2016, 2018, 2020
 Allied Health – Sept 2017, 2019, 2021
 Automotive Technology-Sept 2018, 2020
 Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019, 2021
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019, 2021

Subject **5.03 Future Meeting dates**

Meeting Nov 17, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

November 17th

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, November 17, 2020)

Generated by Sue Kelley on Tuesday, November 17, 2020

1. Meeting Openings:

1.01 Call to order @3:02

Present:

Mr. Tom Downing-Vice Chair

Mr. Chad Lewis- Chair

Ms. Joesetta Mata

Ms. K.C. Mesloh

Ms. Fran Oberg

Mr. Thomas Robb

Mr. Andy Rupley

Ms. Crystal Tobola

Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:

ASB Representative

Ms. Carie Camacho

Ms. Cathy Harrison

Ms. Heidi Gray

Mr. Kory Konkol

Ms. Julie William -CSEA Alternate

1.02 Agenda Approval Rupley/Downing: MSCU

1.03 Minutes Approve November 3, 2020

Not attached will be at next meeting

2. Subcommittee Action:

None

3. Action Items:

3.01 Approve new SLO mapping Forms: Rupley/Downing: MSCU

Like the form and color coding

3.02 Review and approved Administration of Justice course SLO mapping: Rupley/Oberg: MSCU

3.03 AGR 10 AGR-10 Introduction to Animal Science - Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.04 AGR 10 AGR-10 Introduction to Animal Science- Downing/Somerville: MSCU

Approved update texted book to 12th edition, 2019, ISBN 9780135187258

Effective: Fall 2021

3.05 AGR 23 Western Riding and Training- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.06 AGR 40 Basic Agricultural Mechanics- Downing/Somerville: MSCU

Approved course for hybrid delivery.

Effective: Fall 2020 COVID-19

3.07 AGR 41 Farm Tractors and Farm Power- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.08 AGR 50 Basic Riding- Downing/Somerville: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

3.09 Review and approve Business course SLO mapping: Oberg/Mata: Table

Incomplete did not include assessment measure

3.10 Review and approved Chemistry course SLO mapping: Downy/Somerville

3.11 Review and approve Computer Applications course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

3.12 Review and approve Computer Office Tech course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

3.13 Review and approve Computer Science course SLO mapping: Rupley/Tobola: **Table: MSCU**

Incomplete did not include assessment measure

4. Discussion Items

Discussion: 4.01 CS 150 Tech Support - New course

Change to 10 hours lecture. add Information Technology as a discipline on all four courses. This will be offered as adult education courses to get people into the workforce.

Add Computer Information Systems as discipline.

Discussion: 4.02 CS 151 Bits and Bytes - New course

Discussion: 4.03 CS 152 Operating Systems - New course

Discussion: 4.04 CS 153 System Administration - New course

Discussion: 4.06 IT Support Professional - New Non-credit Certificate of Completion

5. Information Items:

Information: 5.01 Distance Education Committee Report

No report

Information: 5.02 Instructional Program reviews due

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates

December 1st

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment Downy/Somerville @ 3:31

LASSEN COMMUNITY COLLEGE
NON-INSTRUCTIONAL PROGRAM REVIEW
POLICY AND PROCEDURE
HANDBOOK



Adopted by President's Cabinet: 11/23/2020
Adopted by Consultation Council: 12/7/2020

Table of Contents

NON-INSTRUCTIONAL PROGRAM REVIEW	3
OVERVIEW and GOALS.....	3
REVIEW PROCEDURE:	3
SELF-EVALUATION REPORT:.....	3
Report Preparation	3
NIPR Report Format	4
Institutional Planning Form	4
STUDENT/USER EVALUATION OF PROGRAM.....	4
Overview.....	4
Survey Methods	5
TIMELINE for PROCEDURES.....	5
LIST OF NON-INSTRUCTIONAL PROGRAMS	5
PROGRAM REVIEW CYCLE	6
REVIEW OF NON- INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE:.....	7
ANNUAL UPDATE	8
ATTACHMENT A	9
NIPR Template	9
II. Administrative Unit and/or Student Learning Outcomes Assessment	11
III. Equipment.....	11
IV. Outside Compliance Issues (if appropriate for program).....	12
V. Prioritized Recommendations	12
SECTION TWO: HUMAN RESOURCE PLANNING.....	14
I. Program Staffing	14
II. Professional Development.....	14
III. Administrative Unit and/or Student Learning Outcome Assessments	14
IV. Prioritized Recommendations.....	14
SECTION THREE: FACILITIES PLANNING	15
I. Facilities.....	15
II. Prioritized Recommendations	15
I. Institutional Technology.....	16
II. Prioritized Recommendations	16
ATTACHMENT B	17
NIPR Annual Update Template	17
ATTACHMENT C	21
Master Plan Overview	21

NON-INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Program review is an integral part of the total process of planning and budgeting at Lassen Community College. The evaluation and recommendation subsections from each program review provide the basis for informed decision-making on programs, personnel, facilities, equipment, and budget.

The program review process is an effective vehicle for accountability and provides an opportunity for staff to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE:

The Non-instructional Program Review process and the Instructional Program Review process at Lassen Community College follow the same pattern. All non-instructional programs at Lassen Community College will be reviewed at least once every four years. All programs will use similar Self-Evaluation format and instruments.

It is expected that the Self-Evaluation team completing the NIPR will be composed of all permanent staff of the program being evaluated. The Self-Evaluation team will use qualitative and quantitative data as a basis for preparing and writing the Self-Evaluation report.

The Superintendent/President will consult with the appropriate administrator, who will advise supervisors of their upcoming program review.

SELF-EVALUATION REPORT:

Report Preparation

Preparation of the Self-Evaluation is viewed as the primary vehicle for evaluating a program in regards to administrative unit outcomes (AUOs) and/or student learning outcomes (SLOs) as well as developing plans and strategies for the improvement of a program. The Self-Evaluation approach allows the staff, who are directly involved in the program, to assume primary responsibility for the examination and strengthening of their program. The institutional planning committees will review the recommendations from the self-Evaluation document as part of the institutional planning process.

The supervisor of the area will be the program self-evaluation coordinator and be responsible for the completion of the self-evaluation.

NIPR Report Format

The report is organized in five sections:

1. Institutional Effectiveness Planning (May include Academic Planning)
 - a. Program Overview [Description of program services]
 - b. Objectives [Program directed expectations]
 - c. Administrative Unit and/or Student Learning Outcomes (program impact on student success)
 - d. Equipment
 - e. Outside Compliance Issues
2. Student Services Planning
3. Human Resource Planning
4. Facilities Planning
5. Institutional Technology Planning

Each section consists of three subsections: description/evaluation, planning agenda and documentation. The recommendations in the planning agenda should be substantiated by the description/evaluation subsection and/or reference to attachments. Documentation may be attached as appendices to the end of the written document. The planning agenda of each section will include recommendations for implementation by program staff and completed institutional planning forms for any recommendations requiring institutional action. The planning forms will include the planning committee to receive the form (Institutional Effectiveness Planning, Educational Master Planning, Student Services Planning/ Student Success, Facilities Planning, Institutional Technology Planning, Human Resource Planning) and will serve as the vehicle for budget allocation requests.

Institutional Planning Form

Due Date/Program (i.e. 2012 Governance Non-Instructional Program Review)
 Prioritized Recommendations Requiring Institutional Action for Inclusion in the _____ Master Plan

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Upon completion of the non-instructional program review process, the final written document will be submitted to the President’s Cabinet for review and comment. The Self-Evaluation and administrative comments will be presented to the Consultation Council/Strategic Planning Committee. Following acceptance, the Self-Evaluation will be presented to the Governing Board. Upon review of the document by the Consultation Council/Strategic Planning Committee, an original copy will be maintained on file by the appropriate administrator and on the college website. Copies of appropriate sections will be forwarded to the institutional planning committees.

STUDENT/USER EVALUATION OF PROGRAM

Overview

The student/user satisfaction survey portion of the evaluation procedure is designed to solicit comments from students or users concerning the program.

Survey Methods

An anonymous questionnaire is considered to be the most effective format. This will encourage the students/users to be candid in their responses. The student/user evaluation will be scheduled and administered by the appropriate administrator. The administrator will consult with the members of the department to determine the student/user sampling. The program/department may develop and administer their own survey or use the annual student and staff survey administered by the Office of Institutional Effectiveness.

It is important to insure the students/users understand that the focus of the survey is on the program.

TIMELINE for PROCEDURES

This entire process is designed to occur during one academic year and coincide with the planning cycle and budget development process. The process should be initiated in October and completed the following September.

LIST OF NON-INSTRUCTIONAL PROGRAMS

For the purpose of the Non-instructional review process, a program is defined as an operational area of the college, including:

Fiscal and Auxiliary Services – VP of Administrative Services/CAO

- Auxiliary Services - Bookstore, Book Rental/Loan
- Auxiliary Services - Food Services
- Facilities and Operation of Plant (including Maintenance, Custodial Services, Security and Copervale)
- Fiscal Services (Accounts Payable, Student Accounts, Payroll)
- Information Technology

Instructional Services (including Distance Education) – VP of Academic Services/CIO

- Adult Education
- Instructional Support Services – Library
- Community Service
- Contract Education
- Distance Education
- Incarcerated Education

Institutional Effectiveness – Director of Institutional Effectiveness

- Institutional Effectiveness (Planning, Institutional Research, Non-instructional Program Review and Evaluation)

Student Services (including Outreach) – VP of Student Services/CSSO

- Admissions & Records
- Behavioral Health
- CalWorks/TANF
- Counseling & Guidance (including Matriculation, Articulation/Transfer Center, Assessment/Testing, Orientation and Early Alert)
- Disabled Students Programs and Services (completed with the instructional program review)
- Dorm & Residential Life
- Extended Opportunities Programs and Services/CARE

- Learning Center
- Special Grant Programs (Kinship Care/Foster Youth Programs)
- Student Equity, Engagement, & Outreach
- Student Financial Aid, Financial Aid Outreach
- TRIO Student Support Services

Governance and Policy – Superintendent/President

- Governance
- Marketing/Community Relations
- Resource Development/Competitive Grants
- Human Resources

PROGRAM REVIEW CYCLE

The review cycle is listed below. All areas will be reviewed at least once every four years.

Non-Instructional Program Conducting Self-Evaluation	Last Program Review:	Next Full Review Due:
Auxiliary Services - Child Development Center (Final)	2017	2020
Adult Education		2020
Auxiliary Services – Bookstore/Book Rental/Loan Program	2012	2020
Auxiliary Services - Dorm and Residential Life		2020
Auxiliary Services – Food Services	2012	2020
Facilities and Operation of Plant	2013	2020
Fiscal Services	2016	2020
Human Resources	2014	2020
Information Technology	2015	2020
Instructional Support Services– Library		2020
Learning Center		2020
Resource Development/Competitive Grants (Foundation)		2020
Student Equity, Engagement, and Outreach		2020
Contract Education (Instruction)	2016	2021
Community Service (Instruction)	2016	2021
Distance Education	2016	2021
Governance	2016	2021
Incarcerated Education (Correspondence)	2016	2021
Institutional Effectiveness	2016	2021
Kinship Care/Foster Youth Programs	2016	2021
Admissions & Records	2017	2022
CaWORKs/TANF	2017	2022
Counseling & Guidance	2017	2022
DSPS	2017	2022
EOPS/CARE	2017	2022
Marketing/Community Relations	2018	2022
Student Financial Aid, Financial Aid Outreach	2017	2022

Human Resources	2020	2023
Behavioral Health		2023
Facilities and Operation of Plant	2020	2023
Fiscal Services	2020	2023
Information Technology	2020	2023
Resource Development/Competitive Grants (Foundation)		2023
TRIO Student Support Services		2023
Instructional Support Services– Library	2020	2024
Adult Education		2024
Auxiliary Services – Bookstore/Book Rental/Loan Program	2020	2024
Auxiliary Services - Dorm and Residential Life	2020	2024
Auxiliary Services – Food Services	2020	2024
Contract Education (Instruction)	2021	2024
Learning Center	2020	2024
Student Equity, Engagement, and Outreach	2020	2024

REVIEW OF NON- INSTRUCTIONAL PROGRAMS OUT OF SEQUENCE:

Program staff, the Superintendent/President or the Governing Board may request an early program review.

ANNUAL UPDATE

All recognized non-instructional program areas will complete an annual update each year that their program review is not due. Annual updates for non-instructional program reviews are due in September and are submitted to the appropriate administrator in charge of the non-instructional area. The appropriate administrator will forward the annual report to Cabinet and subsequently to Consultation Council.

ATTACHMENT A
NIPR Template

LASSEN COMMUNITY COLLEGE

NON-INSTRUCTIONAL PROGRAM REVIEW -- SELF-EVALUATION

Each non-instructional program review should begin with a title page including the name of the program, names of individuals working on the non-instructional program review (managers, faculty, and classified support staff), and the acceptance dates for President's Cabinet, Consultation Council and the Governing Board.

Report Format

The report is organized into five (5) sections:

1. Institutional Effectiveness Planning
 - Program Overview [Description of program services]
 - Objectives [Program directed expectations]
 - Administrative Unit and/or Student Learning Outcomes (program impact on student success)
 - Equipment
 - Outside Compliance Issues
 - May also include recommendations specific to Academic Planning Section
2. Student Services Planning
3. Human Resource Planning
4. Facilities Planning
5. Technology Planning

Each section and sub-section of the program review self-evaluation is subdivided into two parts plus referenced attachments at the end of the document:

1. Description/Evaluation
2. Planning Agenda (the planning agenda section should be divided into plans to be implemented by program staff and plans requiring institutional resources)
3. Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

*These forms are available electronically from Academic Services.

SECTION ONE: INSTITUTIONAL EFFECTIVENESS PLANNING

I. Program Overview and Objectives

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].
- b. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Academic Planning tables at the end of the section for any recommendations requiring institutional action.

II. Administrative Unit and/or Student Learning Outcomes Assessment

Student Learning Outcome Assessment

AUO and SLO assessment is important to maintain and improve institutional effectiveness and provide an effective learning experience for LCC students. Departments are expected to measure AUO and/or SLO annually; these records will be maintained by the Office of Institutional Effectiveness.

Description/ Evaluation:

1. Identify and evaluate Administrative Unit and/or Student Learning Outcomes including the relationship to strategic goals for AUOs and institutional student learning outcomes for SLOs utilizing information from spreadsheets maintained by Office of Institutional Effectiveness
2. Attach an AUO and/or SLO assessment summary as provided by Office of Institutional Effectiveness.
3. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider how AUO and/or SLO assessment results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of AUO and/or SLO results. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Educational Master Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

III. Equipment

Description/ Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule
2. Identify any existing equipment maintenance/service agreements
3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.
4. Evaluate the effectiveness of and need for additional maintenance/service agreements.
5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Student Services Planning, and/or Educational Master Planning tables at the end of the section for any recommendations requiring institutional action.

IV. Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the program.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the program.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

V. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations for Inclusion in Student Services Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations for Inclusion in Educational Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

SECTION TWO: HUMAN RESOURCE PLANNING

I. Program Staffing

Description/ Evaluation:

1. List the current staffing for the program include: managers, faculty positions, and classified staff
2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Work-study student needs may be included.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

II. Professional Development

Description/ Evaluation:

1. Describe the professional development and professional activities of the program staff relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, , work experience, etc.)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

III. Administrative Unit and/or Student Learning Outcome Assessments

Description/ Evaluation:

Describe any results from assessment of administrative units and/or student learning outcomes that affect human resource planning

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

IV. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Resource Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

SECTION THREE: FACILITIES PLANNING

I. Facilities

Description/ Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.
2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
3. Describe any facilities needs identified by assessments of administrative unit and/or student learning outcomes
4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Facilities Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost	Expected Outcome

SECTION FOUR: TECHNOLOGY PLANNING

I. Institutional Technology

Description/ Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.
2. Describe any technology and technology support needs identified by assessment of administrative unit and/or student learning outcomes.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Institutional Effectiveness Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action in order of program priority.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen Community College's planning and budgeting process. See Appendix C for Master Plan Overview to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

ATTACHMENT B
NIPR Annual Update Template

**Lassen Community College
Non-instructional Program Review - Annual Update**

All programs will complete an annual review and update. This summary and related documents serve to provide annual input to the planning and budgeting processes. Relying on data provided, administrative unit and/or student learning outcome results and dialog; document each of the items below as well as any additional information pertinent to the program’s success or needs.

Department and Year

Identify the department completing the annual update as well as the year for which the annual update is being submitted.

Progress Report

Review previous NIPR and/or annual updates. Describe progress made on any recommendations. Describe any changes made within the program.

Administrative Unit and/or Student Learning Outcomes.

Note emerging needs based on assessment of AUO and/or SLO. Note any planning or budget changes based on assessment of AUO and/or SLO.

Program Needs Assessment

Describe new needs that have developed since the previous review. Consider new needs in staffing, equipment, training, facilities, or funding. Make sure to include data sources in the previous item that support emerging program needs.

Progress and Reprioritization of Recommendations

Review the prioritized recommendations in the previous program review. Record outcomes of items in the planning agendas for each section. Note any changes in priority as well as any additions or deletions. Provide updated planning agenda forms for each planning committee (See next page).

Additional Information

Describe or note additional information pertinent to the program, particularly information which supports new needs or growth or that documents program successes.

Program Manager

Date: _____

Lassen Community College
Non-instructional Program Review - Annual Update
Forms for submission to planning committees

Prioritized Recommendations Inclusion in Institutional Effectiveness Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Student Services Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Educational Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Human Resources Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

Prioritized Recommendations Inclusion in Facilities Master Plan

Program & Year (i.e. Governance 2019)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost [implementation and ongoing]	Expected Outcome

ATTACHMENT C

Master Plan Overview

Attachment C

Lassen Community College Master Plan Overview

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

SLO Course Mapping & Program SLO Mapping

SLO Course Mapping Accreditation Workshop – October 30, 2020

Program SLO Mapping Accreditation Workshop – December 4, 2020

Presented by, Colleen Baker, Lisa Gardiner, Chad Lewis

Step #1: Check the Course SLO for Accuracy

- Find the Course Outline of Record
- If the course SLO is not correct, please update it now. (Step #2)
- If the course SLO is correct, skip to the SLO Course Mapping information. (Step #3)
- If your Course SLOs are mapped correctly, please review the Program SLO Map and make updates as appropriate. (Step #5)

Step #2:

Update the Course SLO

○ History 14 – SLO

○ #1: Upon completion of this course the student will be able to:

○ Given an in-class writing task based on an assigned reading, the student will compare and contrast the major world civilizations from the beginning to 1500, which identifies the major historical figures, major periods including prehistory, cultural ideas and values, and the global connection between events.

~~○ Given an in-class writing task based on an assigned reading, the student will~~
Compare and contrast the major world civilizations from the beginning to 1500, which identifies the major historical figures, major periods including prehistory, cultural ideas and values, and the global connection between events.

Step #2:

Update the Course SLO Continued

- #1: Faculty must make changes to the Course Outline of Record
 - If you cannot edit Adobe forms, you may save the Course Outline of Record as a Word document and edit it that way.
- #2: Faculty must complete the Course Revision Form (for curriculum changes)
- #3: Faculty must submit both the Course Outline of Record and the Course Revision Form through email to both Sue Kelly skelly@lassencollege.edu and Chad Lewis clewis@lassencollege.edu

Step #3: SLO Course Mapping

- Find the SLO Course Map
- Follow the process on the SLO Course Mapping Form
- If the SLO Course Map is correct:
 - Please type this statement: "Faculty members (insert names) reviewed the SLO Course Maps for the following classes (insert classes within the same subject) and no changes are needed."
 - Sign and date the form
- If the SLO Course map is not correct, please go to Step #4.

Step #4: Change SLO Course Map

- #1: Update the SLO Course Mapping Form
- #2: Faculty must complete the Course Revision Form (for curriculum changes)
 - *If you also updated the course SLO, you may use the same form
- #3: Faculty must submit both the Course Outline of Record and the Course Revision Form through email to both Sue Kelly skelly@lassencollege.edu and Chad Lewis clewis@lassencollege.edu

Program SLO Map – Check Accuracy

- Find the Program SLO Map (Step #5)
- Verify that every Course SLO is applied correctly to the Program SLO Map (Step #6) – Find the Course SLO here
- On the Program SLO Map, verify that the “Target” is correct (Step #6)
- If the Program SLO Course Map is correct:
 - Please type this statement: “Faculty members (insert names) reviewed the SLO Course Maps for the following classes (insert classes within the same subject) and no changes are needed.”
 - Sign and date the form
- Please proceed to Step #8
- If there is a problem with the Program SLO Map or Target, go to Step #7

Program SLO Map – Change it or Complete it

- If the Program SLO Map or target need changes, please make the changes in **red** font. Use ~~strikeout text in red~~ to delete information and **red** font to add information.
- If the Program SLO Map is not complete, please complete it now. Use this link. Please use **red** font.
- Proceed to Step #8

Program SLO Map - Submit

- Submit the updated Program SLO Map and the Program Revision Form (if needed) through email to both Sue Kelly skelly@lassencollege.edu and Chad Lewis clewis@lassencollege.edu



Tuesday, December 15, 2020
Curriculum and Academic Standards Committee 3:00 pm via Zoom

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/97516238578?pwd=YnhCaEhMOVZabW90bTRwZ0ppbGIHQTO9>

Password: 312305

Or iPhone one-tap (US Toll): +16699006833,97516238578# or +12532158782,97516238578#

1. Meeting Openings

Subject	1.01 Call to order
Meeting	Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Information

ASB Representative
 Ms. Carie Camacho
 Mr. Tom Downing-Vice Chair
 Ms. Cathy Harrison
 Ms. Heidi Gray
 Mr. Kory Konkol
 Ms. Julie William -CSEA Alternate
 Mr. Chad Lewis- Chair
 Ms. Josetta Mata
 Ms. K.C. Mesloh
 Ms. Fran Oberg
 Mr. Thomas Robb
 Mr. Andy Rupley
 Ms. Crystal Tobola
 Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Subject	1.02 Agenda Approval
Meeting	Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Action

Subject	1.03 Minutes Approve December 1, 2020
Meeting	Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 1. Meeting Openings

Type Action, Minutes

2. Subcommittee Action

3. Action Items

Subject 3.01 AJ-60 Adult Correctional Officer Core Course - Approve New Course

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AJ 60 New Course Packet.pdf \(2,545 KB\)](#)

[AJ 60_Adult Correctional Officer Core Course.pdf \(148 KB\)](#)

[AJ LMI Data.pdf \(182 KB\)](#)

[AJ-POST Advisory Committee Minutes 1-22-2020.pdf \(310 KB\)](#)

[AJ 60 Correctional Core_Course Outline.pdf \(190 KB\)](#)

Subject 3.02 AJ-60 Adult Correctional Officer Core Course - Approve adding the discipline of Administration of Justice

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.03 AJ degrees/Certificates PLSO Mapping Approve

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AJ.AS-T PLSO.pdf \(163 KB\)](#)

[AJ.CA PLSO.pdf \(87 KB\)](#)

[AJ.COA PLSO.pdf \(45 KB\)](#)

[AJ.AA PLSO.pdf \(87 KB\)](#)

Subject 3.04 AT-50 Car Care Basics Approve change in description, schedule and SLO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AT 50 Car Care Basics.pdf \(217 KB\)](#)[AT 50 Course Revision Form.pdf \(2,000 KB\)](#)

Subject **3.05 AT-54 Brakes Approve change in description, scheduled and SLO**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AT 54 Brakes Course Revision Form.pdf \(2,000 KB\)](#)[AT 54 Brakes.pdf \(216 KB\)](#)

Subject **3.06 AT-56 Steering and Suspension Approve change in description, schedule and SLO**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AT 56 Course Revision Form.pdf \(2,000 KB\)](#)[AT 56 Steering and Suspension.pdf \(219 KB\)](#)

Subject **3.07 AT-58 Automotive Heating and Air Conditioning Approve change in description, scheduled and SLO**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AT 58 Automotive Heating and Air Conditioning.pdf \(222 KB\)](#)[AT 58 Course Revision Form.pdf \(2,000 KB\)](#)

Subject **3.08 BS 170 Basic Skills: Pre High School Equivalency Preparation I Approve changes in description, scheduled, SLO, objectives, evaluation and delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[BS 170 Basic Skills Pre High School Equivalency Preparation I.pdf \(198 KB\)](#)

[Basic Skills Course Revision 11-6-20.pdf \(2,021 KB\)](#)

Subject **3.09 BUS 1A Accounting Principles - Financial Approve change in units, hours and change in hybrid delivery paragraph**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form-BUS 1A 12-7-2020.pdf \(2,033 KB\)](#)

[BUS 1A Accounting Principles - Financial.pdf \(190 KB\)](#)

Subject **3.10 BUS 1B Accounting Principles - Managerial Approve change in units, hours and change in hybrid delivery paragraph**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[BUS 1B Accounting Principles - Managerial.pdf \(174 KB\)](#)

[Course Revision Form-BUS 1B 12-7-2020.pdf \(2,033 KB\)](#)

Subject **3.11 CS 150 Technical Support Fundamentals Approve correcting the hours to 30**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[CS 150 Tech Support Course outline.pdf \(141 KB\)](#)

Subject **3.12 CS 151 The Bits and Bytes of Computer Networking Approve correcting the hours to 30**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[CS 151 Bits and Bytes Course Outline.pdf \(141 KB\)](#)

Subject **3.13 CS 152 Operating Systems and You: Becoming a Power User Approve correcting the hours to 30**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[CS 152 operating systems outline.pdf \(142 KB\)](#)

Subject **3.14 CS 153 System Administration and IT Infrastructure Services Approve correcting the hours to 30**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[CS 153 System Administration outline.pdf \(141 KB\)](#)

Subject **3.15 CS 154 IT Security: Defense against the digital dark arts Approve correcting the hours to 30**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[CS 154 IT security outline.pdf \(141 KB\)](#)

Subject **3.16 DS: 110,111,112,113,114,115, 116, & 153 - Approve inactivation of courses effective Fall 2021**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[DS-110 111 112 113 114 115 116 153 Course Revision Form-Reader-Revised SK email-last time \(003\).pdf \(2,006 KB\)](#)

Subject **3.17 General Studies Social Science degree Approve removal of limit of 6 units in one discipline in the elective area. The limit is not imposed on any other degree.**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[SS.GS.AA Existing Program Revision.pdf \(2,855 KB\)](#)

Subject 3.18 General Studies Natural Science degree Approve removal of limit of 6 units in one discipline in the elective area. The limit is not imposed on any other degree.

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[NATS.GS.AA Existing Program Revision.pdf \(2,855 KB\)](#)

Subject 3.19 History PSLO - Approve

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[History Program PSLO Map - 12-3-2020.pdf \(125 KB\)](#)
[Hisotry Program Revision Form 12-3-2020.pdf \(2,700 KB\)](#)

Subject 3.20 History SLO mapping - Approve

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[History 15 - SLO-GESLO Mapping.pdf \(148 KB\)](#)
[History 16 - Course Revision Form - 9-2020.pdf \(2,009 KB\)](#)
[History 16 - SLO-GESLO Mapping.pdf \(147 KB\)](#)
[History 17 - Course Revision Form - 9-2020 \(002\).pdf \(2,009 KB\)](#)
[History 17 - SLO-GESLO Mapping.pdf \(148 KB\)](#)
[History 14 - Course Revision Form - 9-2020.pdf \(2,009 KB\)](#)
[History 14 - SLO-GESLO Mapping.pdf \(147 KB\)](#)
[History 15 - Course Revision Form - 9-2020.pdf \(2,009 KB\)](#)

Subject 3.21 HIST 14 World History, Beginning to 1500 Approve change is SLO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments
[HIST 14 World History Beginning to 1500.pdf \(200 KB\)](#)

Subject 3.22 HIST-15 World History, 1500 to Present Approve change in SLO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments
[HIST 15 World History 1500 to Present.pdf \(200 KB\)](#)

Subject 3.23 HIST-16 U.S. History Approve change in SLO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

Subject 3.24 HIST 17 Post Civil War - U. S. History Approve change in SLO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments
[HIST 17-Post Civil War-U.S. History.pdf \(189 KB\)](#)

Subject 3.25 IT Support Professional Certificate of Completion - Approve new non-credit certificate

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments
[IT Support pkt.pdf \(2,120 KB\)](#)
[IT Support Professional-COC.pdf \(89 KB\)](#)

Subject **3.26 Math 8 Advance Algebra Approve course for online delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Math 8 Course Revision Form 11 23 2020.pdf \(2,042 KB\)](#)[MATH 8 Advanced Algebra.pdf \(185 KB\)](#)

Subject **3.27 Math 8 Advance Algebra Approve course for hybrid delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.28 Math 8 Advance Algebra Approve course for correspondence delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.29 Math 60 Intermediate Algebra Approve course for online delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Math 60 Course Revision Form 11 23 2020.pdf \(2,042 KB\)](#)[MATH 60 Intermediate Algebra.pdf \(188 KB\)](#)

Subject **3.30 Math 60 Intermediate Algebra Approve course for hybrid delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.31 Math 60 Intermediate Algebra Approve course for correspondence delivery**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.32 Math 167 Trigonometry Lab Approve course for online delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Math 167 Course Revision Form 11 23 2020.pdf \(2,042 KB\)](#)[MATH 167 Trigonometry Lab.pdf \(207 KB\)](#)

Subject 3.33 Math 167 Trigonometry Lab Approve course for hybrid delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.34 Math 167 Trigonometry Lab Approve course for correspondence delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.35 MATH 168 College Algebra Lab Approve course for online delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Math 168 Course Revision Form 11 23 2020.pdf \(2,042 KB\)](#)[MATH 168 College Algebra Lab.pdf \(237 KB\)](#)

Subject 3.36 MATH 168 College Algebra Lab Approve course for hybrid delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.37 MATH 168 College Algebra Lab Approve course for correspondence delivery

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.38 Associate in Arts Degree University Studies/General Studies: Emphasis in Natural Science Approve PLSO

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Natural Sciences PSLO for editing.pdf \(109 KB\)](#)
[updated BioL 4 32 and 32L and Bio20 Program Revision Form.pdf \(2,708 KB\)](#)

Subject 3.39 PLSC SLO Mapping Approve

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-GESLO 2020 review Mapping PLSC 1.pdf \(149 KB\)](#)
[SLO-GESLO Mapping review PLSC 11 revised-1.pdf \(149 KB\)](#)
[PLSC 1 SLO revision to reflect changes any modality.pdf \(1,991 KB\)](#)
[PLSC 11 SLO revision form2-2 \(003\).pdf \(2,020 KB\)](#)

Subject 3.40 PLSC-1 American Institutions Approve removing "in-class" from SLO 1

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PLSC 1 SLO revision to reflect changes any modality.pdf \(1,991 KB\)](#)

4. Discussion Items

5. Information Items

Subject 5.01 Distance Education Committee Report

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Subject **5.02 Instructional Program reviews due**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Subject **5.03 Future Meeting dates**

Meeting Dec 15, 2020 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items**7. Adjournment**



Tuesday, January 19, 2021
Curriculum and Academic Standards Committee 3:00 pm via Zoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97033706824>
 Or iPhone one-tap (US Toll): +16699006833,97033706824# or +12532158782,97033706824#

1. Meeting Openings

Subject	1.01 Call to order
Meeting	Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Information

ASB Representative
 Ms. Carie Camacho
 Mr. Tom Downing-Vice Chair
 Ms. Cathy Harrison
 Ms. Heidi Gray
 Mr. Kory Konkol
 Ms. Julie William -CSEA Alternate
 Mr. Chad Lewis- Chair
 Ms. K.C. Mesloh
 Ms. Fran Oberg
 Mr. Thomas Robb
 Mr. Andy Rupley
 Ms. Crystal Tobola
 Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Subject	1.02 Agenda Approval
Meeting	Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Action

Subject	1.03 Minutes Approve December 15, 2020
Meeting	Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category	1. Meeting Openings
Type	Action, Minutes

2. Subcommittee Action

3. Action Items

Subject **3.01 AGR 21B InterCollegiate Rodeo Approve course for online delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AGR 21B InterCollegiate Rodeo.pdf \(191 KB\)](#)

[AGR 21B revision.pdf \(2,010 KB\)](#)

Subject **3.02 AGR 21B InterCollegiate Rodeo Approve course for hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.03 AGR 22 Rodeo Skills Approve course for hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[AGR 22 revision form.pdf \(2,001 KB\)](#)

[AGR 22 Rodeo Skills.pdf \(188 KB\)](#)

Subject **3.04 AGR 22 Rodeo Skills Approve course for online delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.05 ART program PLSO changes**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Update Program PSLOs from Art Program Map.pdf \(2,969 KB\)](#)
[Art Program PSLO Map Changes.pdf \(111 KB\)](#)

Subject **3.06 Biology SLO Mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Biol 10 SLO map.pdf \(148 KB\)](#)
[Biol 21 SLO map.pdf \(150 KB\)](#)
[Biol 22 SLO map.pdf \(150 KB\)](#)
[Biol 25 SLO map.pdf \(150 KB\)](#)
[Biol 26 SLO map.pdf \(150 KB\)](#)
[Career Pathways 2021 catalog.docx \(25 KB\)](#)
[Biol 1 SLO map.pdf \(152 KB\)](#)
[SLO-GESLO Mapping BioL4 Bio20 Biol32 and Bio32L- updated.pdf \(232 KB\)](#)
[Course Revision Form-Biol 21.pdf \(2,004 KB\)](#)
[Course Revision Form-Biol 22.pdf \(2,004 KB\)](#)
[Course Revision Form-Biol 25.pdf \(2,004 KB\)](#)
[Course Revision Form-Biol 26.pdf \(2,004 KB\)](#)
[Course Revision Form-Biol 1.pdf \(2,004 KB\)](#)
[Course Revision Form-Biol 10.pdf \(2,004 KB\)](#)
[updated BioL 4 32 and 32L and Bio20 Program Revision Form.pdf \(2,725 KB\)](#)

Subject **3.07 Careere Pathways for 2021-2022 catalog**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Career Pathways 2021 catalog.pdf \(215 KB\)](#)

Subject **3.08 CD 50 ECE Child Health and safety Approve Change in description, evaluation, delivery and SLO mapping.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[CD 50 ECE Child Health and Safety - Revision 11-24-2020.pdf \(184 KB\)](#)
[Course Revision Form CD 50.pdf \(2,006 KB\)](#)
[SLO-GESLO Mapping - CD 50.pdf \(149 KB\)](#)

Subject **3.09 EMT 21 Emergency Medical Responder Approve change in lecture and lab hours, SLO, objectives, content, evaluation, delivery, text and slo mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-GESLO Mapping - EMT 21.pdf \(147 KB\)](#)

[Course Revision Form - EMT 21.pdf \(2,002 KB\)](#)

[EMT 21 Emergency Medical Responder.pdf \(196 KB\)](#)

Subject **3.10 EMT 21 Emergency Medical Responder Approve adding online delivery.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.11 EMT 21 Emergency Medical Responder Approve adding the discipline of Nursing**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.12 EMT 60 Emergency Medical Technician Approve change in hours, units, prerequisite, SLO, objectives, content, evaluation, delivery, text and slo mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[EMT 60 Emergency Medical Technician I.pdf \(210 KB\)](#)

[Course Revision Form - EMT 60.pdf \(2,006 KB\)](#)

[SLO-GESLO Mapping - EMT 60.pdf \(147 KB\)](#)

Subject **3.13 EMT 60 Emergency Medical Technician Approve adding online delivery.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.14 EMT 60 Emergency Medical Technician Approve adding the discipline of Nursing**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.15 EMT 61 Emergency Medical Technician Refresher Approve change in hours, prerequisite, SLO, objectives, content, evaluation, delivery, text and slo mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[EMT 61 Emergency Medical Technician-B \(Basic\) Refresher.pdf \(208 KB\)](#)

[Course Revision Form - EMT 61.pdf \(2,004 KB\)](#)

[SLO-GESLO Mapping - EMT 61.pdf \(147 KB\)](#)

Subject **3.16 EMT 61 Emergency Medical Technician Refresher Approve adding online delivery.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.17 EMT 61 Emergency Medical Technician Refresher Approve adding the discipline of Nursing**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.18 ES 1 Ethnic Minorities in America Approve change in description, SLO, objectives, content and assignments,**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[ES 1 Course Revision Form-1-15-20.pdf \(1,997 KB\)](#)

[ES 1 Ethnic Minorities in America Rev 1-15-21.pdf \(190 KB\)](#)

Subject **3.19 FS 20 First aid and CPR for public Safety Employees approve SLO Mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form - FS20.pdf \(2,002 KB\)](#)

[SLO-GESLO Mapping - FS 20.pdf \(148 KB\)](#)

Subject **3.20 FS 98.20 Annual hired Equipment Refresher Approve change in title, and updating the fee in description**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course OutlineFS 98.20 Annual Hired Equipment Refresher Training.pdf \(158 KB\)](#)

[Course Revision Form- FS 98.20 Annual Hired Equip Refresher Revision form.pdf \(2,003 KB\)](#)

Subject **3.21 FS 81 Wildland Firefighter Safety& Survival Approve removal of State Fire Training Fees no longer needed. Cal Fire provides its own certification for the class.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form FS 81 FF Saftey Survival 12-15-20.pdf \(2,002 KB\)](#)

[FS 81 Wildland Firefighter Saftey Survival course outline corrections.pdf \(152 KB\)](#)

Subject **3.22 GEOL 1 Physical Geology Approve course for online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[GEOL 1 Update 1-14-2021.pdf \(1,987 KB\)](#)

[GEOL 1-Physical Geology.pdf \(193 KB\)](#)

Subject **3.23 GEOL 1 Physical Geology Approve course for hybrid delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.24 GEOL 5 Historical Geology & Paleontology Approve course for online delivery

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[GEOL-5 Historical Geology Paleontology.pdf \(189 KB\)](#)

[GEOL 5 Update 1-15-2021.pdf \(1,990 KB\)](#)

Subject 3.25 GEOL 5 Historical Geology & Paleontology Approve course for hybrid delivery

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.26 HO 3 Medical Terminogy Approve adding EMT discipline

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[HO 3 Medical Terminology.pdf \(195 KB\)](#)

[Course Revision Form - HO 3 Medical Terminology.pdf \(2,006 KB\)](#)

Subject 3.27 HO 3 Medical Terminogy Approve SLO mapping

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-GESLO Mapping - HO 3 Medical Terminology.pdf \(147 KB\)](#)

Subject 3.28 HO 54 Basic Structure and Function of the Human Body Approve adding online delivery

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form - HO 54 Structure and Function.pdf \(2,007 KB\)](#)

[HO 54 Structure and Function of the Human Body.pdf \(226 KB\)](#)

Subject 3.29 HO 54 Basic Structure and Function of the Human Body Approve adding hybrid delivery

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.30 HO 54 Basic Structure and Function of the Human Body Approve adding EMT discipline

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.31 HO 54 Basic Structure and Function of the Human Body Approve adding Nursing discipline

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.32 HO 54 Basic Structure and Function of the Human Body Approve adding Health Care Ancillaries discipline

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.33 HO 54 Basic Structure and Function of the Human Body Approve updating text book and SLO Mapping

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-GESLO Mapping - HO 54 Structure and Function.pdf \(149 KB\)](#)

Subject **3.34 HO 54 Basic Structure and Function of the Human Body Approve Inactivation of course.**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.35 HO 70 Medical Assisting Core Approve change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[HO 70 Medical Assisting Core.pdf \(233 KB\)](#)
[Course Revision Form - HO 70 Medical Assisting Core.pdf \(2,002 KB\)](#)
[SLO-GESLO Mapping - HO 70 Medical Assisting Core.pdf \(148 KB\)](#)

Subject **3.36 HO 70 Medical Assisting Core Approve adding online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.37 HO 70 Medical Assisting Core Approve adding Nursing discipline**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.38 HO 71 Medical Assisting Administrative Approve change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments
[HO 71 Medical Assisting Administrative.pdf \(227 KB\)](#)
[Course Revision Form - HO 71 Medical Assisting Administrative.pdf \(2,006 KB\)](#)
[SLO-GESLO Mapping - HO 71 Medical Assisting Administrative.pdf \(149 KB\)](#)

Subject **3.39 HO 71 Medical Assisting Administration Approve adding online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.40 HO 71 Medical Assisting Administrative Approve adding Nursing discipline**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.41 HO 72 Medical Assisting Clinical Approve change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[HO 72 Medical Assisting Clinical.pdf \(230 KB\)](#)[Course Revision Form - HO 72 Medical Assisting Clinical.pdf \(2,002 KB\)](#)[SLO-GESLO Mapping - HO 72 Medical Assisting Clinical.pdf \(148 KB\)](#)**Subject** **3.42 HO 72 Medical Assisting Clinical Approve adding online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.43 HO 72 Medical Assisting Clinical Approve adding Nursing discipline**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.44 HO 80A Geriatric (Long Term Care) Approve change in title, description, SLO, objectives, evaluation, delivery, supplies and SLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form - HO 80A Geriatric Nurse Assistant.pdf \(2,006 KB\)](#)
[HO 80A Geriatric \(Long-Term Care\) Nurse Assistant.pdf \(203 KB\)](#)
[SLO-GESLO Mapping - HO 80A Nurse Assisat.pdf \(147 KB\)](#)

Subject **3.45 HO 80A Geriatric (Long Term Care) Approve adding online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.46 HO 88 Phlebotomy Approve change in title, description, evaluation, delivery, supplies and SLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Course Revision Form - HO 88 Phlebotomy.pdf \(2,002 KB\)](#)
[HO 88 Phlebotomy.pdf \(237 KB\)](#)
[SLO-GESLO Mapping - HO 88 Phlebotomy.pdf \(147 KB\)](#)

Subject **3.47 HO 88 Phlebotomy Approve adding online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.48 PEAC-5A Men's Varsity Basketball - Fall Approve course for hybrid delivery for emergency us only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC 5A Men's Varsity Basketball-Fall DRAFT 1-15-21.pdf \(199 KB\)](#)
[Blank Course Revision Form Varsity Class.pdf \(1,988 KB\)](#)

Subject **3.49 PEAC-5A.02 Men's Varsity Basketball - Spring Approve course for hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC 5A.02 Men's Varsity Basketball-Spring DRAFT 2021.pdf \(200 KB\)](#)

Subject 3.50 PEAC-5B Pre-Season Skills and Conditioning for Basketball Approve course for online delivery

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Blank Course Revision Form Off Season Class.pdf \(1,988 KB\)](#)

[PEAC 5B Pre-Season Skills and Conditioning for Basketball DRAFT 1-15-21.pdf \(224 KB\)](#)

Subject 3.51 PEAC-5B Pre-Season Skills and Conditioning for Basketball Approve course for hybrid delivery for emergency use only

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject 3.52 PEAC-5C Women's Varsity Basketball - Fall Approve course for hybrid delivery for emergency use only

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC 5C Women's Varsity Basketball-Fall DRAFT 1-15-21.pdf \(199 KB\)](#)

[Blank Course Revision Form Varsity Class.pdf \(1,988 KB\)](#)

Subject 3.53 PEAC-5C.02 Women's Varsity Basketball - Spring Approve course for hybrid delivery for emergency use only

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC 5C.02 Women's Varsity Basketball-Spring DRAFT 1-15-21.pdf \(200 KB\)](#)

[Blank Course Revision Form Varsity Class.pdf \(1,988 KB\)](#)

Subject **3.54 PEAC-5D Off-Season Skills and Conditioning for Basketball Approve course for online delivery**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.55 PEAC-5D Off-Season Skills and Conditioning for Basketball Approve course for hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC-5D Off-Season Skills and Conditioning for Basketball Draft 1-15-21.pdf \(204 KB\)](#)

[Blank Course Revision Form Off Season Class.pdf \(1,988 KB\)](#)

Subject **3.56 PEAC-7 Varsity Baseball Approve adding hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PEAC 7 Varsity Baseball DRAFT 1-15-21.pdf \(192 KB\)](#)

[Blank Course Revision Form Varsity Class.pdf \(1,988 KB\)](#)

Subject **3.57 PEAC-7D Off-Season Skills and Conditioning for Baseball Approve course for online delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Blank Course Revision Form Off Season Class.pdf \(1,988 KB\)](#)

[PEAC 7D Off-Season Skills and Conditioning for Baseball DRAFT 1-15-21.pdf \(203 KB\)](#)

Subject **3.58 PEAC-7D Off-Season Skills and Conditioning for Baseball Approve course for hybrid delivery for emergency use only**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.59 AA Social Science degrees Approve PSLO mapping**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[PSLO Mapping - General Studies - Social Science - COR - 12-2020.pdf \(136 KB\)](#)

[PSLO Mapping - General Studies - Social Science.pdf \(143 KB\)](#)

[PSLO Mapping - Social Science- University Studies.pdf \(144 KB\)](#)

[Program Revision Form - AA SS General Studies COR - 1-2021.pdf \(2,681 KB\)](#)

[Program Revision Form - AA SS University Studies - 1-2021.pdf \(2,681 KB\)](#)

[Program Revision Form - AA SS General Studies - 1-2021.pdf \(2,698 KB\)](#)

4. Discussion Items

5. Information Items

Subject **5.01 Distance Education Committee Report**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Subject **5.02 Instructional Program reviews due**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Subject **5.03 Future Meeting dates**

Meeting Jan 19, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, December 15, 2020)

Generated by Sue Kelley on Tuesday, December 15, 2020

1. Meeting Openings:

Information: 1.01 Call to order @ 3:03

Present:

Ms. Carie Camacho
Mr. Tom Downing-Vice Chair
Ms. Cathy Harrison
Mr. Chad Lewis- Chair
Ms. K.C. Mesloh
Ms. Fran Oberg
Mr. Andy Rupley
Ms. Crystal Tobola

Ms. Sue Kelley - Instructional Support Technician

Absent:

ASB Representative
Ms. Heidi Gray
Mr. Kory Konkol
Ms. Julie William -CSEA Alternate
Ms. Joesetta Mata
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer
Guest:
Thomas Romero

Action: 1.02 Agenda Approval: Rupley/Downing: MSCU

Action, Minutes: 1.03 Minutes Approved December 1, 2020: Rupley/Mesloh: MSCU

2. Subcommittee Action:

None

3. Action Items:

3.01 AJ-60 Adult Correctional Officer Core Course: Rupley/Downing: MSCU

Approved New Course

Effective: Pending Board and COCI Approval

Could this be done in another modality, state regulation says no

3.02 AJ-60 Adult Correctional Officer Core Course: Rupley/Downing: MSCU

Approved adding the discipline of Administration of Justice

3.03 AJ degrees/Certificates PLSO Mapping: Rupley/Downing: MSCU

Approved

3.04 AT 50 Care Car Basics: Rupley/Downing: MSCU

Approved change in description, schedule and SLO

Effective: Spring 2021

3.05 AT-54 Brakes : Rupley/Downing: MSCU

Approved change in description, scheduled and SLO

Effective: Spring 2021

3.06 AT-56 Steering and Suspension: Rupley/Downing: MSCU

Approved change in description, schedule and SLO

Effective: Spring 2021

3.07 AT-58 Automotive Heating and Air Conditioning: Rupley/Downing: MSCU

Approved change in description, scheduled and SLO

Effective: Spring 2021

3.08 BS 170 Basic Skills: Pre High School Equivalency Preparation I: Tobola/Mesloh: MSCU

Approved changes in description, scheduled, SLO, objectives, evaluation and delivery

Effective: Spring 2021

3.09 BUS 1A Accounting Principles - Financial: Mesloh/Downing: MSCU

Approved change in units, hours and change in hybrid delivery paragraph

Effective 2022 catalog

C-ID descriptor changes for it to be 3 unit instead of 4 units

3.10 BUS 1B Accounting Principles - Managerial

Approved change in units, hours and change in hybrid delivery paragraph

Effective 2022 catalog

3.11 CS 150 Technical Support Fundamentals: Rupley/Downing: MSCU

Approved correcting the hours to 30

3.12 CS 151 The Bits and Bytes of Computer Networking: Rupley/Downing: MSCU

Approved correcting the hours to 30

3.13 CS 152 Operating Systems and You: Becoming a Power User: Rupley/Downing: MSCU

Approved correcting the hours to 30

3.14 CS 153 System Administration and IT Infrastructure Services: Rupley/Downing: MSCU

Approved correcting the hours to 30

3.15 CS 154 IT Security: Defense against the digital dark arts: Rupley/Downing: MSCU

Approved correcting the hours to 30

3.16 DS: 110,111,112,113,114,115, 116, & 153 - Approve inactivation of courses effective Fall 2021 **Tabled:**

Rupley/Harrison:MSCU

Unsure if these courses are going to be revised or inactivated and new courses made.

3.17 General Studies Social Science degree Harrison/Mesloh

Approved removal of limit of 6 units in one discipline in the elective area. The limit is not imposed on any other degree.

Effective: 2021-2022 Catalog

Bring the PE degree to next meeting

3.18 General Studies Natural Science degree

Approved removal of limit of 6 units in one discipline in the elective area. The limit is not imposed on any other degree.

Effective: 2021-2022 Catalog

3.19 History PSLO: Rupley/Oberg: MSCU

Approved

3.20 History SLO mapping: Rupley/Oberg: MSCU

Approved

3.21 HIST 14 World History, Beginning to 1500: Rupley/Harrison: MSCU

Approved change is SLO

3.22 HIST-15 World History, 1500 to Present: Rupley/Harrison: MSCU

Approved change in SLO

3.23 HIST-16 U.S. History: Rupley/Harrison: MSCU

Approved change in SLO

3.24 HIST 17 Post Civil War - U. S. History: Rupley/Harrison: MSCU

Approved change in SLO

3.25 IT Support Professional Certificate of Completion Mesloh/Harrison

Approved new non-credit certificate

Effective: 2021-2022 Catalog

3.26 Math 8 Advance Algebra: Downing/Rupley: MSCU

Approved course for online delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.27 Math 8 Advance Algebra: Downing/Rupley: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.28 Math 8 Advance Algebra: Downing/Rupley: MSCU

Approved course for correspondence delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.29 Math 60 Intermediate Algebra: Downing/Rupley: MSCU

Approved course for online delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.30 Math 60 Intermediate Algebra: Downing/Rupley: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.31 Math 60 Intermediate Algebra: Downing/Rupley: MSCU

Approved course for correspondence delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.32 Math 167 Trigonometry Lab: Downing/Rupley: MSCU

Approved course for online delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.33 Math 167 Trigonometry Lab: Downing/Rupley: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.34 Math 167 Trigonometry Lab: Downing/Rupley: MSCU

Approved course for correspondence delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

Can this really be offed by correspondence, yes it gives more contact hours between the student and faculty member

3.35 MATH 168 College Algebra Lab: Downing/Rupley: MSCU

Approved course for online delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.36 MATH 168 College Algebra Lab: Downing/Rupley: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

3.37 MATH 168 College Algebra Lab: Downing/Rupley: MSCU

Approved course for correspondence delivery

Effective: Fall 2020 COVID-19

Approved: 12/15/2020

Can this really be offed by correspondence, yes it gives more contact hours between the student and faculty member

3.38 Associate in Arts Degree University Studies/General Studies: Emphasis in Natural Science Downing/Tobola

Approved PLSO

3.39 PLSC SLO Mapping Rupley/Tobola

Approved

3.40 PLSC-1 American Institutions

Approved removing "in-class" from SLO 1

4. Discussion Items

5. Information Items

Information: 5.01 Distance Education Committee Report

None

Information: 5.02 Instructional Program reviews due

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items:

7. Adjournment @ 3:46 Tobola/Downing

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, January 19, 2021)

Generated by Sue Kelley on Tuesday, January 19, 2021

1. Meeting Openings:

Information: 1.01 Call to order @3:04

Present:

Mr. Tom Downing-Vice Chair

Ms. Cathy Harrison

Mr. Chad Lewis- Chair

Ms. K.C. Mesloh

Ms. Fran Oberg

Mr. Andy Rupley

Ms. Crystal Tobola

Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:

ASB Representative

Ms. Carie Camacho

Ms. Heidi Gray

Mr. Kory Konkol

Ms. Julie William -CSEA Alternate

Mr. Thomas Robb

Guest:

Roxanna Haynes

Christi Meyers

Action: 1.02 Agenda Approval: Andy/Tom:MSCU

Action, Minutes: 1.03 Minutes Approval December 15, 2020: Andy/Fran:MSCU

2. Subcommittee Action:

None

3. Action Items:

Action: 3.01 AGR 21B Intercollegiate Rodeo: Downing/Rupley: MSCU

Approved course for online delivery for emergency use only

Effective: 2021SP (COVID-19)

Action: 3.02 AGR 21B Intercollegiate Rodeo: Downing/Rupley: MSCU

Approved course for hybrid delivery for emergency use only

Effective: 2021SP (COVID-19)

Action: 3.03 AGR 22 Rodeo Skills: Downing/Rupley: MSCU

Approved course for hybrid delivery for emergency use only

Effective: 2021SP (COVID-19)

Action: 3.04 AGR 22 Rodeo Skills: Downing/Rupley: MSCU

Approved course for online delivery for emergency use only

Effective: 2021SP (COVID-19)

Action: 3.05 ART program PLSO changes Rupley/Somerville: MSCU

Tabled

There are more courses than are on the Art ADT

Action: 3.06 Biology SLO Mapping: Tobola/Somerville:MSCU

Approved

Action: 3.07 Career Pathways for 2021-2022 catalog Somerville/Mesloh

Tabled

Action: 3.08 CD 50 ECE Child Health and Safety: Somerville/Downing: MSCU

Approved Change in description, evaluation, delivery and SLO mapping.

Approved online delivery for emergency us only

Approved hybrid delivery

Effective: Spring 2021 (COVID-19)

Action: 3.09 EMT 21 Emergency Medical Responder: Rupley/Downing: MSCU

Approved change in lecture and lab hours, SLO, objectives, content, evaluation, delivery, text and slo mapping

The extra hours are added to include the clinical hours

Effective: Spring 2021 (COVID-19)

Action: 3.10 EMT 21 Emergency Medical Responder: Rupley/Downing: MSCU

Approved adding online delivery for emergency use only.

They can get emergency permission from the state if needed to teach it all online, but they would prefer not to do it that way.

Effective: Spring 2021 (COVID-19)

Action: 3.11 EMT 21 Emergency Medical Responder: Rupley/Downing: MSCU

Approved adding the discipline of Nursing

Effective: Spring 2021 (COVID-19)

Action: 3.12 EMT 60 Emergency Medical Technician: Rupley/Downing: MSCU

Approved change in hours, units, prerequisite, SLO, objectives, content, evaluation, delivery, text and slo mapping

Effective: Spring 2021 (COVID-19)

Action: 3.13 EMT 60 Emergency Medical Technician: Rupley/Downing: MSCU

Approved adding online delivery for emergency use only.

Effective: Spring 2021 (COVID-19)

Action: 3.14 EMT 60 Emergency Medical Technician: Rupley/Downing: MSCU

Approved adding the discipline of Nursing

Effective: Spring 2021 (COVID-19)

Action: 3.15 EMT 61 Emergency Medical Technician Refresher: Rupley/Downing: MSCU

Approved change in hours, prerequisite, SLO, objectives, content, evaluation, delivery, text and slo mapping

Effective: Spring 2021 (COVID-19)

Action: 3.16 EMT 61 Emergency Medical Technician Refresher: Rupley/Downing: MSCU

Approved adding online delivery for emergency use only.

Effective: Spring 2021 (COVID-19)

Action: 3.17 EMT 61 Emergency Medical Technician Refresher: Rupley/Downing: MSCU

Approved adding the discipline of Nursing

Effective: Spring 2021 (COVID-19)

Action: 3.18 ES 1 Ethnic Minorities in America: Somerville/Oberg: MSCU

Approved change in description, SLO, objectives, content and assignments

Effective: Fall 2021

Action: 3.19 FS 20 First aid and CPR for public Safety Employees: Downing/Oberg: MSCU

Approved SLO Mapping

Action: 3.20 FS 98.20 Annual hired Equipment Refresher: Oberg/Mesloh: MSCU

Approved change in title, and updating the fee in description

Effective: Spring 2021

Action: 3.21 FS 81 Wildland Firefighter Safety& Survival: Oberg/Mesloh: MSCU

Approved removal of State Fire Training Fees no longer needed. Cal Fire provides its own certification for the class.

Effective: Spring 2021

Action: 3.22 GEOL 1 Physical Geology Somerville/Mesloh: MSCU

Approved course for online delivery for emergency use only

Effective: Fall 2020 COVID-19

Action: 3.23 GEOL 1 Physical Geology Somerville/Mesloh: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Action: 3.24 GEOL 5 Historical Geology & Paleontology Somerville/Mesloh: MSCU

Approved course for online delivery for emergency use only

Effective: Fall 2020 COVID-19

Action: 3.25 GEOL 5 Historical Geology & Paleontology Somerville/Mesloh: MSCU

Approved course for hybrid delivery

Effective: Fall 2020 COVID-19

Action: 3.26 HO 3 Medical Terminology

Approved adding EMT discipline Mesloh/Somerville: MSCU

Effective: Spring 2021

Action: 3.27 HO 3 Medical Terminology Mesloh/Somerville: MSCU

Approved SLO mapping

Action: 3.28 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved adding online delivery

Effective: Spring 2021

Action: 3.29 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved adding hybrid delivery

Effective: Spring 2021

Action: 3.30 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved adding EMT discipline

Effective: Spring 2021

Action: 3.31 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved adding Nursing discipline

Effective: Spring 2021

Action: 3.32 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved adding Health Care Ancillaries discipline

Effective: Spring 2021

Action: 3.33 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved updating text book and SLO Mapping

Effective: Spring 2021

Action: 3.34 HO 54 Basic Structure and Function of the Human Body Somerville/Harrison: MSCU

Approved Inactivation of course.

Effective: Spring 2021

Action: 3.35 HO 70 Medical Assisting Core Rupley/Harrison: MSCU

Approved change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping

There was not enough hours to teach course content

Effective: Spring 2021

Action: 3.36 HO 70 Medical Assisting Core Mesloh/Harrison: MSCU

Approved adding online delivery for emergency use only

Effective: Spring 2021

Action: 3.37 HO 70 Medical Assisting Core Mesloh/Harrison: MSCU

Approved adding Nursing discipline

Effective: Spring 2021

Action: 3.38 HO 71 Medical Assisting Administrative Somerville/Downing: MSCU

Approved change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping

Effective: Spring 2021

Action: 3.39 HO 71 Medical Assisting Administration Somerville/Downing: MSCU

Approved adding online delivery for emergency use only

Effective: Spring 2021

Action: 3.40 HO 71 Medical Assisting Administrative Somerville/Oberg: MSCU

Approved adding Nursing discipline

Effective: Spring 2021

Action: 3.41 HO 72 Medical Assisting Clinical Somerville/Oberg: MSCU

Approved change in description, hours, units, scheduled, SLO, content, Assignment, Evaluation, delivery update textbook and SLO mapping

Effective: Spring 2021

Action: 3.42 HO 72 Medical Assisting Clinical Somerville/Oberg: MSCU

Approved adding online delivery For emergency use only

Effective: Spring 2021

Action: 3.43 HO 72 Medical Assisting Clinical Somerville/Oberg: MSCU

Approved adding Nursing discipline

Effective: Spring 2021

Action: 3.44 HO 80A Geriatric (Long Term Care) Somerville/Oberg: MSCU

Approved change in title, description, SLO, objectives, evaluation, delivery, supplies and SLO mapping textbook to 5th edition

Effective: Spring 2021

Action: 3.45 HO 80A Geriatric (Long Term Care) Somerville/Oberg: MSCU

Approve adding online delivery for emergency use only

Effective: Spring 2021

Action: 3.46 HO 88 Phlebotomy Somerville/Oberg: MSCU

Approve change in title, description, evaluation, delivery, supplies and SLO mapping

Effective: Spring 2021

Action: 3.47 HO 88 Phlebotomy Somerville/Oberg: MSCU

Approve adding online delivery for emergency use only

Action: 3.48 PEAC-5A Men's Varsity Basketball - Fall Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.49 PEAC-5A.02 Men's Varsity Basketball - Spring Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.50 PEAC-5B Pre-Season Skills and Conditioning for Basketball Rupley/Somerville: MSCU

Approved course for online delivery for emergency use only

Action: 3.51 PEAC-5B Pre-Season Skills and Conditioning for Basketball Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.52 PEAC-5C Women's Varsity Basketball - Fall Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.53 PEAC-5C.02 Women's Varsity Basketball - Spring Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.54 PEAC-5D Off-Season Skills and Conditioning for Basketball Rupley/Somerville: MSCU

Approved course for online delivery for emergency use only

Action: 3.55 PEAC-5D Off-Season Skills and Conditioning for Basketball Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.56 PEAC-7 Varsity Baseball Rupley/Somerville: MSCU

Approved adding hybrid delivery for emergency use only

Action: 3.57 PEAC-7D Off-Season Skills and Conditioning for Baseball Rupley/Somerville: MSCU

Approved course for online delivery for emergency use only

Action: 3.58 PEAC-7D Off-Season Skills and Conditioning for Baseball Rupley/Somerville: MSCU

Approved course for hybrid delivery for emergency use only

Action: 3.59 AA Social Science degrees Somerville/Mesloh: MSCU

Approved PSLO mapping

4. Discussion Items:

5. Information Items:

Information: 5.01 Distance Education Committee Report

Haven't met

Information: 5.02 Instructional Program reviews due

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items:

7. Adjournment Rupley/Tobola@ 4:15

Convocation Schedule Spring 2021

Tuesday, February 2nd

Session	Item and Zoom Link	Time
I.	Welcome from Brady Reed , Interim VP of Student Services President’s Address to the College—Dr. Trevor Albertson New Hires and Milestones Slideshow	9:00-9:25
II.	The Guiding Principles of Accreditation and LCC Requirements for 2021 (Toni Sommer, Accreditation Consultant)	9:30-10:20
	Quick Break	10:20-10:30
III.	What’s up with Diversity and Equity in 2021? Guest Speaker: Dr. Jacques Whitfield—Presenter, Trainer, and Consultant (CPS-HR Consulting)	10:30-11:25
	Quick Break	11:25-11:35
IV.	Program Review/ Program SLOs/AUOs <ul style="list-style-type: none"> • <u>SLO Mapping</u> (instructional faculty responsible for assessing student learning outcomes and writing IPRs)—Accreditation Tri-Chairs • <u>Breakout for NIPRs/AUOs</u> (all others, non-instructional)—David Corley & Dr. Randy Joslin 	11:35-12:30
	Lunch!	12:30-1:30
V.	Welcome Back Ice-Breaker and Introduction to New TRiO TRACS Program	1:30-2:00
VI.	Break-out Sessions: <u>Option 1: Employee Wellness During COVID</u> Seaira Harrington, Behavioral Health Program Manager <u>Option 2: Getting Started on Equity– How to Effectively Begin the Work of Transformation</u> Dr. Jacques Whitfield from CPS-HR Consulting <u>Option 3: PSLO Mapping</u> Accreditation Tri-Chairs	2:00-3:00

Good Morning Everyone!

I hope all is well with you. I wanted to send out a reminder about some curriculum timelines. If you are reviewing curriculum for your IPR please get these in ASAP. When you have completed this, please email Sue and ask her for the Program Curriculum Review form you need that shows you reviewed all your curriculum. Remember, this needs to be included in your IPR. Please review the IPR handbook for clarification if necessary.

If you have curriculum changes such as textbook changes that you want to be approved for fall, please get these changes in by the March 16th meeting. Anything you want on the agenda must be turned in by early on the Thursday before the meeting.

Finally, if you are working on SLO and PSLO mapping, please get all of these in before spring break so we can have these on the April 6th meeting. Just for reference we have meetings on February 16th, March 2nd and 16th, April 6th and 20th, and May 4th and 18th. Please let me know if you have any questions or if you need help on anything. I am happy to help.

Regards,

Chad Lewis
Automotive Instructor
Lassen Community College
530-251-2080
clewis@lassencollege.edu



Wednesday, March 24, 2021
Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting Meet anytime
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 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/u/aenfrc5qDT>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Agriculture IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve AGR IPR

Subject 3.02 Digital Graphic Design IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve DGD IPR

File Attachments
[2020 IPR DGD.pdf \(3,042 KB\)](#)

Subject 3.03 Human Services IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Human Services IPR

File Attachments
[IPR Human Services 2020-2021.pdf \(852 KB\)](#)

Subject 3.04 Humanities IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Humanities IPR

File Attachments
[IPR Humanities 2020-2021.docx \(2,299 KB\)](#)

Subject 3.05 Institutional Set Standards

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Update and approve Institutional Set Standards

File Attachments
[Institution-Set-Standards-2021_Final.pdf \(94 KB\)](#)
[ISS Presentation.pdf \(1,773 KB\)](#)
[True or False Questions on Institutional Set Standards.pdf \(90 KB\)](#)

Subject **3.06 SLO Handbook**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve SLO Handbook

File Attachments

[SLO Handbook LG.docx \(321 KB\)](#)**Subject** **3.07 AP 4240 Academic Renewal Policy**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Change Academic Renewal "2 year time lapse" policy to "1 year time lapse."

Change 2 years time lapse to 1 year based off of research and student need.

File Attachments

[AP 4240 Academic Renewal form 2020.docx \(29 KB\)](#)**Subject** **3.08 Senate Academic Scholarship**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve Academic Senate Scholarship and faculty donation form.

File Attachments

[LCC Academic Senate Scholarship.docx \(178 KB\)](#)[Academic Senate Scholarship Donation Form.docx \(1,625 KB\)](#)**Subject** **3.09 Senate Elections**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve elections timeline, list of faculty eligible for nominations, and call for nominations documents

The timeline, eligible faculty, and call for nomination letter are presented for approval. This action officially launches the elections process for 2021 - 2023 senators.

File Attachments

[Senate Elections - Full Time Faculty Eligible for Nomination Spring 2021.docx \(14 KB\)](#)

[SenateElections-CallforNominations21-23.rtf \(109 KB\)](#)

[SenateElections-Timeline20-21.rtf \(105 KB\)](#)

Subject 3.10 Faculty Committee Assignment

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Curriculum Recommendation - Remove Tom Robb from DE and add Crystal Tobola

4. Discussion

Subject 4.01 PSLO/ISLO Pilot Project

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

Accreditation Tri Chairs have submitted the PSLO ISLO Pilot Assessment Project - For review and discussion

Mock ISLO Graduate Survey and mock PSLO Graduate Survey for information.

File Attachments

[PSLO ISLO Pilot Assessment Project Revised 3_16_21.docx \(19 KB\)](#)

[Microsoft Forms- AT Electrical Cert PSLO Survey Final.pdf \(90 KB\)](#)

[Microsoft Forms ISLO Survey Final.pdf \(82 KB\)](#)

Subject 4.02 Camera On Policy Recommendation

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

San Mateo Community College District - On Camera Requirements Recommendation

File Attachments

[TTL Guidance Memo - On Camera Requirements Final Draft 12-17-20-1.pdf \(347 KB\)](#)

5. Information

6. Reports

Subject **6.01 Administration**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

Subject **9.02 Diversity Pledge and Faculty Diversification**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

10. Future Meeting Dates

Subject **10.01 Meeting Dates**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 10. Future Meeting Dates

Type Information

April 14, 2021

April 28, 2021

May 12, 2021

May 26, 2021

Academic Senate Meeting March 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Randy Joslin, James Kleckner, Chad Lewis, Alison Somerville

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Still awaiting a current curriculum form not up to date. Motion to table pending completion.

(Downing/Rupley MSCU)

3.02 Digital Graphics Design IPR

Second review of IPR for approval. Motion to approve

(Downing/Baker MSCU)

3.03 Human Services IPR

Second review of IPR for approval. Motion to approve.

(Wisser/Rupley MSCU)

3.04 Humanities IPR

Second review of IPR for approval. It is ready for approval except the strategic goals are not linked to the requests portion of the report. Motion to table until completion

(Runyan/Baker MSCU)

3.05 Institutional Set Standards

Dr. Joslin presented item 3.05. The old standards have not been reviewed or updated since 2013. For ease of communication and discussion of the standards, Dr. Joslin compiled all three separate ISS documents into one document and numbered each standard as #1 through #7. He examined longitudinal data for ISS #'s 1 through 5, and used the data to set new Baseline and Stretch goals for each, based on overall average of the years examined, and the most recent three-year average. He then used available data for determining baseline and stretch goals for ISS #6 (Licensure Pass Rates), and used longitudinal data from the Perkins website to determine baseline and stretch goals for ISS #7 (Job Placement Rates).

Presentation of this data was done in a way so that the data and the resulting goals was explained as well as possible, and that a robust dialogue occurred over the entire issue. This

From: [Alison M Somerville](#)
To: [Alison M Somerville](#)
Subject: FW: SLO Mapping
Date: Thursday, May 27, 2021 7:35:00 PM
Attachments: [Courses Needing SLO Maps.xlsx](#)

From: Chad Lewis

Sent: Wednesday, May 26, 2021 7:54 PM

To: LCC Faculty - FT <Full-TimeFaculty@lassencollege.edu>; Trevor Albertson <talbertson@lassencollege.edu>; Carie Camacho <ccamacho@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; Randall S. Joslin <rjoslin@lassencollege.edu>; David A Corley <dcorley@lassencollege.edu>; toni sommerwholesalenursery.com <toni@sommerwholesalenursery.com>

Subject: SLO Mapping

Good Evening,

I wanted to give a final update on the SLO mapping project. After yesterday's special curriculum meeting we have completed 471 course SLO maps out of 505 active programs. That is 93.27%! Thank you all again who worked on this project this year. It has definitely been a team effort and we made great progress! I have attached a list of courses that still need maps. Please let me know if there are any errors you see and let me know if you need help as we will need to get the rest mapped next fall.

Thanks,

Chad Lewis
Lassen College Automotive Instructor
CTE/PE Division Chair
Curriculum Chair
(530) 251-8812

discussion concluded with the Senate voting to approve the revised institution Set Standards presented.

(Runyan/Rupley MSCU)

3.06 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in "draft" form. The handbook has been updated with our current standards and spells out the SLO assessment and review process.

Motion to approve

(Baker/Lin MSCU)

3.07 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Item brought back for approval with a 1 year policy. Motion to approve.

(Downing/Runyan MSCU)

3.08 Senate Academic Scholarship

There is approximately \$500.00 in the scholarship fund for distribution. It was discussed to have 2 - \$100.00 scholarships with the standards eligibility requirements to apply. The faculty donation election form will also be sent out asking faculty to contribute to the fund. Motion to approve

(Downing/Baker MSCU)

3.09 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. Senators reviewed eligible faculty list for elections. Call for nominations form will be sent out to all faculty by VP Baker with nomination/election deadlines included. Motion to approve

(Rupley/Downing MSCU)

3.10 Faculty Committee Assignment

Senate reviewed a request from Chad Lewis, Curriculum Committee Chair, to remove Thomas Robb from the Distance Education Committee and add Chrystal Tobala. Motion to approve

(Downing/Baker MSCU)

4. Discussion

4.01 PSLO/ISLO Pilot Project

The accreditation workgroup is proposing a pilot assessment project through surveys. The purpose of this assessment would be working on learning and improving the processes of PSLO and ISLO. A sample survey was included for review. Senators are requested to review and the item will come back at a later date.

4.02 Camera On Policy Recommendation

President Runyan is continuing the research on this topic. He has found a policy from San Mateo College which was attached. It was requested we review and provide comment for the item to return at a later date.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho reiterated the importance of the curriculum review process. She will be changing the IPR orientation around making this a priority.

6.02 Senators

None

6.03 LCFA

Rupley encouraged all to vote on the current TA proposed to the union.

6.04 Guided Pathways

None

7. Closed Session - Entered at 4:32 pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 applicant – DSPS Coordinator and Learning Disability Specialist.

Closed Session –Ended at 4:42pm

Report Action in Closed Session:

Applicant meets equivalency for DSPS Coordinator and Learning Disability Specialist.

8. Meeting Closing

8.01 Adjournment – 4:43 pm

(Baker/Rupley MSCU)

Respectfully Submitted,

T. Downing



Wednesday, March 24, 2021
Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

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Topic: Academic Senate

Time: This is a recurring meeting

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Or iPhone one-tap (US Toll): +16699006833,94056618152# or
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Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

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SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
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Subject 1.02 Approval of Agenda

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Agriculture IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve AGR IPR

Subject 3.02 Digital Graphic Design IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve DGD IPR

File Attachments
[2020 IPR DGD.pdf \(3,042 KB\)](#)

Subject 3.03 Human Services IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Human Services IPR

File Attachments
[IPR Human Services 2020-2021.pdf \(852 KB\)](#)

Subject 3.04 Humanities IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Humanities IPR

File Attachments
[IPR Humanities 2020-2021.docx \(2,299 KB\)](#)

Subject 3.05 Institutional Set Standards

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Update and approve Institutional Set Standards

File Attachments
[Institution-Set-Standards-2021_Final.pdf \(94 KB\)](#)
[ISS Presentation.pdf \(1,773 KB\)](#)
[True or False Questions on Institutional Set Standards.pdf \(90 KB\)](#)

Subject **3.06 SLO Handbook**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve SLO Handbook

File Attachments

[SLO Handbook LG.docx \(321 KB\)](#)**Subject** **3.07 AP 4240 Academic Renewal Policy**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Change Academic Renewal "2 year time lapse" policy to "1 year time lapse."

Change 2 years time lapse to 1 year based off of research and student need.

File Attachments

[AP 4240 Academic Renewal form 2020.docx \(29 KB\)](#)**Subject** **3.08 Senate Academic Scholarship**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve Academic Senate Scholarship and faculty donation form.

File Attachments

[LCC Academic Senate Scholarship.docx \(178 KB\)](#)[Academic Senate Scholarship Donation Form.docx \(1,625 KB\)](#)**Subject** **3.09 Senate Elections**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve elections timeline, list of faculty eligible for nominations, and call for nominations documents

The timeline, eligible faculty, and call for nomination letter are presented for approval. This action officially launches the elections process for 2021 - 2023 senators.

File Attachments

[Senate Elections - Full Time Faculty Eligible for Nomination Spring 2021.docx \(14 KB\)](#)

[SenateElections-CallforNominations21-23.rtf \(109 KB\)](#)

[SenateElections-Timeline20-21.rtf \(105 KB\)](#)

Subject 3.10 Faculty Committee Assignment

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Curriculum Recommendation - Remove Tom Robb from DE and add Crystal Tobola

4. Discussion

Subject 4.01 PSLO/ISLO Pilot Project

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

Accreditation Tri Chairs have submitted the PSLO ISLO Pilot Assessment Project - For review and discussion

Mock ISLO Graduate Survey and mock PSLO Graduate Survey for information.

File Attachments

[PSLO ISLO Pilot Assessment Project Revised 3_16_21.docx \(19 KB\)](#)

[Microsoft Forms- AT Electrical Cert PSLO Survey Final.pdf \(90 KB\)](#)

[Microsoft Forms ISLO Survey Final.pdf \(82 KB\)](#)

Subject 4.02 Camera On Policy Recommendation

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

San Mateo Community College District - On Camera Requirements Recommendation

File Attachments

[TTL Guidance Memo - On Camera Requirements Final Draft 12-17-20-1.pdf \(347 KB\)](#)

5. Information

6. Reports

Subject **6.01 Administration**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

Subject **9.02 Diversity Pledge and Faculty Diversification**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

10. Future Meeting Dates

Subject **10.01 Meeting Dates**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 10. Future Meeting Dates

Type Information

April 14, 2021

April 28, 2021

May 12, 2021

May 26, 2021

Academic Senate Meeting March 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Randy Joslin, James Kleckner, Chad Lewis, Alison Somerville

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Still awaiting a current curriculum form not up to date. Motion to table pending completion.

(Downing/Rupley MSCU)

3.02 Digital Graphics Design IPR

Second review of IPR for approval. Motion to approve

(Downing/Baker MSCU)

3.03 Human Services IPR

Second review of IPR for approval. Motion to approve.

(Wisser/Rupley MSCU)

3.04 Humanities IPR

Second review of IPR for approval. It is ready for approval except the strategic goals are not linked to the requests portion of the report. Motion to table until completion

(Runyan/Baker MSCU)

3.05 Institutional Set Standards

Dr. Joslin presented item 3.05. The old standards have not been reviewed or updated since 2013. For ease of communication and discussion of the standards, Dr. Joslin compiled all three separate ISS documents into one document and numbered each standard as #1 through #7. He examined longitudinal data for ISS #'s 1 through 5, and used the data to set new Baseline and Stretch goals for each, based on overall average of the years examined, and the most recent three-year average. He then used available data for determining baseline and stretch goals for ISS #6 (Licensure Pass Rates), and used longitudinal data from the Perkins website to determine baseline and stretch goals for ISS #7 (Job Placement Rates).

Presentation of this data was done in a way so that the data and the resulting goals was explained as well as possible, and that a robust dialogue occurred over the entire issue. This

discussion concluded with the Senate voting to approve the revised institution Set Standards presented.

(Runyan/Rupley MSCU)

3.06 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in "draft" form. The handbook has been updated with our current standards and spells out the SLO assessment and review process.

Motion to approve

(Baker/Lin MSCU)

3.07 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Item brought back for approval with a 1 year policy. Motion to approve.

(Downing/Runyan MSCU)

3.08 Senate Academic Scholarship

There is approximately \$500.00 in the scholarship fund for distribution. It was discussed to have 2 - \$100.00 scholarships with the standards eligibility requirements to apply. The faculty donation election form will also be sent out asking faculty to contribute to the fund. Motion to approve

(Downing/Baker MSCU)

3.09 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. Senators reviewed eligible faculty list for elections. Call for nominations form will be sent out to all faculty by VP Baker with nomination/election deadlines included. Motion to approve

(Rupley/Downing MSCU)

3.10 Faculty Committee Assignment

Senate reviewed a request from Chad Lewis, Curriculum Committee Chair, to remove Thomas Robb from the Distance Education Committee and add Chrystal Tobala. Motion to approve

(Downing/Baker MSCU)

4. Discussion

4.01 PSLO/ISLO Pilot Project

The accreditation workgroup is proposing a pilot assessment project through surveys. The purpose of this assessment would be working on learning and improving the processes of PSLO and ISLO. A sample survey was included for review. Senators are requested to review and the item will come back at a later date.

4.02 Camera On Policy Recommendation

President Runyan is continuing the research on this topic. He has found a policy from San Mateo College which was attached. It was requested we review and provide comment for the item to return at a later date.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho reiterated the importance of the curriculum review process. She will be changing the IPR orientation around making this a priority.

6.02 Senators

None

6.03 LCFA

Rupley encouraged all to vote on the current TA proposed to the union.

6.04 Guided Pathways

None

7. Closed Session - Entered at 4:32 pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 applicant – DSPS Coordinator and Learning Disability Specialist.

Closed Session –Ended at 4:42pm

Report Action in Closed Session:

Applicant meets equivalency for DSPS Coordinator and Learning Disability Specialist.

8. Meeting Closing

8.01 Adjournment – 4:43 pm

(Baker/Rupley MSCU)

Respectfully Submitted,

T. Downing



Tuesday, April 6, 2021

Curriculum and Academic Standards Committee 3:00 pm via Zoom

**Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/97033706824>
Or iPhone one-tap (US Toll): +16699006833,97033706824# or
+12532158782,97033706824#**

1. Meeting Openings

Subject 1.01 Call to order

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 1. Meeting Openings

Type Information

ASB Representative
Ms. Carie Camacho
Mr. Tom Downing-Vice Chair
Ms. Cathy Harrison
Ms. Heidi Gray
Mr. Kory Konkol
Ms. Julie William -CSEA Alternate
Mr. Chad Lewis- Chair
Ms. K.C. Mesloh
Ms. Fran Oberg
Mr. Thomas Robb
Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Subject 1.02 Agenda Approval

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 1. Meeting Openings

Type Action

Subject 1.03 Minutes Approve March 16, 2021

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 1. Meeting Openings
Type Action, Minutes

2. Subcommittee Action

Subject **2.01 ART 19A Beginning Digital Photography Approved updating textbook to (th edition. Long, Ben, Complete Digital Photography, 9th edition,December 21, 2018, Course Technology ISBN-10: 1732636923, ISBN-13: 978-1732636927**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Kleckner_Course Revision Form-Art 19A Text 1.pdf \(2,006 KB\)](#)

Subject **2.02 ART 19B Intermediate Digital Photography Approved updating textbook to (th edition. Long, Ben, Complete Digital Photography, 9th edition,December 21, 2018, Course Technology ISBN-10: 1732636923, ISBN-13: 978-1732636927**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Kleckner_Course Revision Form-Art 19B Text 1.pdf \(2,009 KB\)](#)

Subject **2.03 ART 19C Advanced Digital Photography Approved updating textbook to (th edition. Long, Ben, Complete Digital Photography, 9th edition,December 21, 2018, Course Technology ISBN-10: 1732636923, ISBN-13: 978-1732636927**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Kleckner_Course Revision Form-Art 19C Text 1.pdf \(2,009 KB\)](#)

Subject **2.04 ART 19D Portfolio Digital Photography Approved updating textbook to (th edition. Long, Ben, Complete Digital Photography, 9th edition,December 21, 2018, Course Technology ISBN-10: 1732636923, ISBN-13: 978-1732636927**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments

[Kleckner_Course Revision Form-Art 19D Text 1.pdf \(2,009 KB\)](#)

Subject **2.05 Art-23 Beginning Printmaking Approved Change required textbook The Printmaking Bible: The Complete Guide to Materials and Techniques, 2008, Ann d'Arcy Hughes and Hebe Vernon-Morris, Chronicle Books, 2008, ISBN-10: 0811862283, ISBN-13: 9780811862288 to new textbook Prints and Their Makers by Phil Sanders, Publisher : Princeton Architectural Press (October 27, 2020), Language: English, ISBN-10 :1616898186, ISBN-13 : 978-1616898182**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments

[Kleckner_Course Revision Form-Art 23 Text 1.pdf \(2,010 KB\)](#)

Subject **2.06 ART 36A Beginning Ceramics Approve Update course required text to OER: https://corning.libguides.com/ld.php?content_id=52535680, maintain prior outdated text as supplemental text**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments

[Art 36A Course Revision Form update text.pdf \(2,028 KB\)](#)

Subject **2.07 ART 36B Intermediate Ceramics Approve Update course required text to OER: https://corning.libguides.com/ld.php?content_id=52535680, maintain prior outdated text as supplemental text**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Art 36B Course Revision Form update text.pdf \(2,028 KB\)](#)

Subject 2.08 ART 36C Advanced Ceramics Approve Update course required text to OER: https://corning.libguides.com/ld.php?content_id=52535680, maintain prior outdated text as supplemental text

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Art 36C Course Revision Form update text.pdf \(2,028 KB\)](#)

Subject 2.09 ART 36D Portfolio Ceramics Approve Update course required text to OER: https://corning.libguides.com/ld.php?content_id=52535680, maintain prior outdated text as supplemental text

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Art 36D Course Revision Form update text.pdf \(2,028 KB\)](#)

Subject 2.10 Art 30 Introduction to Sculpture Approved Update textbook from (Old Text) Judith Collins, Sculpture Today, Publisher: Phaidon Press (November 1, 2007), Language: English, ISBN-10: 0714843148, ISBN-13: 978-0714843148 to (New Text) Anthony Gormley and Martin Gayford, Shaping the World: Sculpture from Prehistory to Now, Publisher : Thames & Hudson; 1st edition (November 17, 2020), Language: English, ISBN-10 : 0500022674, ISBN-13 : 978-0500022672

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Kleckner_Course Revision Form-Art 30 Text 1.pdf \(2,010 KB\)](#)

Subject **2.11 AGR 70 Rodeo Team roping reviewd for IPR with no change**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
[D agr 70 review.pdf \(2,002 KB\)](#)

Subject **2.12 AGR 116 Pesticide Update reviewed for IPR with no change**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
[D AGR 116 pesticide.pdf \(2,003 KB\)](#)

Subject **2.13 AS Agriculture Business for Transfer Reviewed for IPR with no change**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
[Degree review ag bus_.pdf \(2,749 KB\)](#)

Subject **2.14 AS Agriculture Science & Technology Reviewed for IPR with no change**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
[Degree review ag science.pdf \(2,749 KB\)](#)

Subject **2.15 AS Agriculture Animal Science for Transfer Reviewed for IPR with no change**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Degree review animal science.pdf \(2,749 KB\)](#)

Subject 2.16 Certificate of accomplishment -Agriculture Business Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Degree review cert. ag bus.pdf \(2,749 KB\)](#)

Subject 2.17 Certificate of Achievement Agriculture Science & Technology Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Degree review certificate animal technology.pdf \(2,749 KB\)](#)

Subject 2.18 Certificate of Accomplishment-Horsemanship Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Degree review horsmanship.pdf \(2,749 KB\)](#)

Subject 2.19 Certificate of Accomplishment- Agriculture Irrigation Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Degree review irrigation.pdf \(2,749 KB\)](#)

Subject 2.20 AA university Studies Emphasis in Agriculture Science Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Curriculum degree review University studies AG.pdf \(2,749 KB\)](#)

Subject 2.21 AA University Studies: Emphasis in Physical Education Reviewed for IPR with no chang

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Existing Program Revision Form AA Kines and General Univ Studies.pdf \(2,945 KB\)](#)

Subject 2.22 AA Kinesiology for Transfer Revied for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 2. Subcommittee Action
Type Subcommittee Action

File Attachments
[Existing Program Revision Form AA Kines and General Univ Studies.pdf \(2,945 KB\)](#)

Subject 2.23 PEAC 6 Men's Varsity Wrestling;PEAC 6B Pre-Season Skills and Conditioning for Wrestling;PEAC 6D Off-Season Skills and Conditioning for Wrestling;PEAC 10 Women's Varsity Softball;PEAC 10D Off-Season Skills and Conditioning for Softball Reviewed for IPR with no change

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments

[UPDATED Course Revision Form Wrestling and Softball.pdf \(2,003 KB\)](#)

3. Action Items

Subject 3.01 AGR 30 Team Roping Approve inactivation of course

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[D AGR 30 team roping.pdf \(2,003 KB\)](#)

Subject 3.02 Agriculture courses SLO mapping Approve

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[progam form SLO maps agriculture.pdf \(2,734 KB\)](#)

[SLO-GESLO Mapping AGR 10.pdf \(148 KB\)](#)

[SLO-GESLO Mapping AGR 11.pdf \(148 KB\)](#)

[SLO-GESLO Mapping AGR 12.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 13.pdf \(148 KB\)](#)

[SLO-GESLO Mapping AGR 14.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 19.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 31.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 40.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 41.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 42.pdf \(148 KB\)](#)

[SLO-GESLO Mapping AGR 50.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 51.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 53.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 57.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 61.pdf \(148 KB\)](#)

[SLO-GESLO Mapping AGR 116.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR20.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR21B.pdf \(149 KB\)](#)

[SLO-GESLO Mapping AGR23.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR70.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR22.pdf \(149 KB\)](#)

[SLO-GESLO Mapping agr 1.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 2.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 3.pdf \(147 KB\)](#)

[SLO-GESLO Mapping AGR 4.pdf \(147 KB\)](#)
[SLO-GESLO Mapping AGR 8.pdf \(148 KB\)](#)
[SLO-GESLO Mapping AGR 9.pdf \(148 KB\)](#)

Subject **3.03 Associate in Arts Degree in Studio Art for Transfer Approve updating the 2 year plan and PLSO,s**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Kleckner_Revised_Art-Studio Art-AA-T 2yr plan.pdf \(101 KB\)](#)
[Kleckner_Updates to 2 Year plan_Existing Program Revision Form \(003\).pdf \(2,954 KB\)](#)
[Kleckner_Art_PSL0_Map_Updating_Existing Program Revision Form.pdf \(2,947 KB\)](#)
[PSLO Art Map.pdf \(171 KB\)](#)

Subject **3.04 ENGL 22 Creative Writing Approve SLO mapping**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[E22 Course Revision Form SLO Map.pdf \(2,031 KB\)](#)
[SLO-map engl 22.pdf \(149 KB\)](#)

Subject **3.05 ENGL 34 Studies in Poetry Approve SLO mapping**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SLO-map engl 34.pdf \(148 KB\)](#)
[E34 Course Revision Form SLO Map.pdf \(2,027 KB\)](#)

Subject **3.06 AA General Studies: Emphasis in Physical Education Approve inactivation**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments

[Existing Program Revision Form-AA General Studies PE.pdf \(2,945 KB\)](#)

Subject 3.07 PEAC 2A Men's Varsity Soccer Approve change in assignments and text

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments

[PE 2A Course Revision Form.pdf \(2,006 KB\)](#)[PEAC 2A Men's Varsity Soccer Rough draft.pdf \(206 KB\)](#)

Subject 3.08 PEAC 2C Women's Varsity Soccer approve change in assignments and text

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments

[PE 2 C Course Revision Form.pdf \(2,006 KB\)](#)[PEAC 2C Women's Varsity Soccer Rough Draft.pdf \(173 KB\)](#)

Subject 3.09 PEAC 9 Women' Varsity Volleyball Approve change in objectives, content, assignments and textbook

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
Category 3. Action Items
Type Action

File Attachments

[PE 9 Course Revision Form.pdf \(2,003 KB\)](#)[PEAC 9 Women's Varsity Volleyball Rough draft.pdf \(208 KB\)](#)

Subject 3.10 PEAC-9B Pre-Season Skills and Conditioning for Volleyball Approve change in description, assignments, evaluation, delivery and text book

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
 Category 3. Action Items
 Type Action

File Attachments

[PE 9b Course Revision Form.pdf \(2,007 KB\)](#)[PEAC 9B Pre-Season Skills and Conditioning for Volleyball rough draft.pdf \(224 KB\)](#)

Subject 3.11 PEAC-9B Pre-Season Skills and Conditioning for Volleyball Approve course for hybrid delivery

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
 Category 3. Action Items
 Type Action

Subject 3.12 Credit for Prior Learning Assessment Petition Approve

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
 Category 3. Action Items
 Type Action

File Attachments

[Credit for Prior Learning Assessment Petition.pdf \(79 KB\)](#)

Subject 3.13 Credit for Prior Learning Portfolio Assessment Rubric Approve

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
 Category 3. Action Items
 Type Action

File Attachments

[Portfolio Rubric \(003\).pdf \(192 KB\)](#)

Subject 3.14 Approve PSY courses SLO mapping

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom
 Category 3. Action Items
 Type Action

File Attachments

[PSY 5 mapping.pdf \(148 KB\)](#)

[PSY 6 mapping.pdf \(147 KB\)](#)
[PSY 18 mapping.pdf \(560 KB\)](#)
[PSY 33 mapping.pdf \(409 KB\)](#)
[PSYCH Course Revision Form map.pdf \(2,021 KB\)](#)
[SLO Handbook Final 3_24_21.pdf \(1,393 KB\)](#)
[PSY 1 mapping.pdf \(151 KB\)](#)

Subject **3.15 SPCH 1 Public Speaking Approve change in description, assignments, evaluation, delivery, text and SLO mapping**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[SPCH 1 Public Speaking -COR-Revisions03232021.pdf \(218 KB\)](#)
[SPCH1- Course Revision form COR mode Mar2021.pdf \(2,023 KB\)](#)
[SLO-GESLO Mapping Template SPCH1-Mar2021.pdf \(215 KB\)](#)

Subject **3.16 SPCH 1 Public Speaking Approve course for correspondence delivery for incarcerated students only**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

Subject **3.17 Associate in Arts in Social Work and Human Services for Transfer Degree Approve**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[TMC_Social_Work_and_Humand_Services_Template\(1\).docx \(129 KB\)](#)
[SW HUS Program Map.docx \(34 KB\)](#)
[Social Work New Program-Certificate Packet \(002\).pdf \(2,141 KB\)](#)

Subject **3.18 Career and Technical Education (Formerly tech prep 2+2)**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[2+2 CA31.pdf \(278 KB\)](#)
[2+2 ECON for BUS Herlong.pdf \(322 KB\)](#)
[2+2 ECON for BUS.pdf \(468 KB\)](#)
[2+2 AP Grraphic signed second.pdf \(343 KB\)](#)
[2+2 Weleding for Lassen WT 36.37.pdf \(283 KB\)](#)
[Art 2 + 2 signed-signed.pdf \(327 KB\)](#)
[CTE Tran Articul chart 2020-2022.pdf \(158 KB\)](#)
[Herlong 2+2 WT 36.pdf \(577 KB\)](#)
[animal science SV.PDF \(939 KB\)](#)
[Westood 2+2 Ag Mech.pdf \(1,467 KB\)](#)
[Loyalton AG 2+2 signed.pdf \(324 KB\)](#)
[LHS Int Sci 2+2.pdf \(209 KB\)](#)
[Herlong 2+2 Ag Biology.pdf \(236 KB\)](#)

Subject **3.19 Lassen College Career Pathways Approve**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 3. Action Items

Type Action

File Attachments

[Lassen College Catalog Career Pathways 3 31 21.pdf \(368 KB\)](#)

4. Discussion Items

Subject **4.01 SLO Handbook Review**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 4. Discussion Items

Type Information, Discussion

File Attachments

[SLO Handbook Final 3_24_21.pdf \(1,393 KB\)](#)

5. Information Items

Subject **5.01 Distance Education Committee Report**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Subject **5.02 Instructional Program reviews due**

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

Agriculture – Sept 2014, 2016, 2018, 2020

Allied Health – Sept 2017, 2019, 2021

Automotive Technology-Sept 2018, 2020

Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019

Fire Technology -Sept 2019, 2021

Fine Arts - Sept 2020

Gunsmithing – Sept 2017, 2019, 2021

Humanities(GE Area C & D) Sept 2020

Physical Education – Sept 2018

Welding Sept 2019, 2021

Subject 5.03 Future Meeting dates

Meeting Apr 6, 2021 - Curriculum and Academic Standards Committee 3:00 pm via Zoom

Category 5. Information Items

Type Information

January 19th

February 16th

March 2nd & 16th

April 6th & 20th

May 4th & 18th

6. Future Agenda Items

7. Adjournment



LASSEN
COMMUNITY
COLLEGE

STUDENT LEARNING OUTCOMES HANDBOOK 2020-2021

Academic Senate Adoption: _____ 3-24-2021 _____

Curriculum Committee Review: _____ 4-6-21 _____

INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education.

The Standards measure not only the quality and effectiveness of the institution's programs and support services no matter where or how they are offered, but also the effectiveness of the institution in meeting its mission, the adequacy of resources, and the processes of leadership, governance, and decision-making to adapt the institution to meet a changing future (ACCJC.org).

The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it. The four standards are as follows:

STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are

designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

Building a common language around Student Learning Outcome assessment is key to increased understanding and success. Please find a list of frequently used terms below:

SLO: (Student Learning Outcomes) State what a student is able to know or do at the completion of a course.

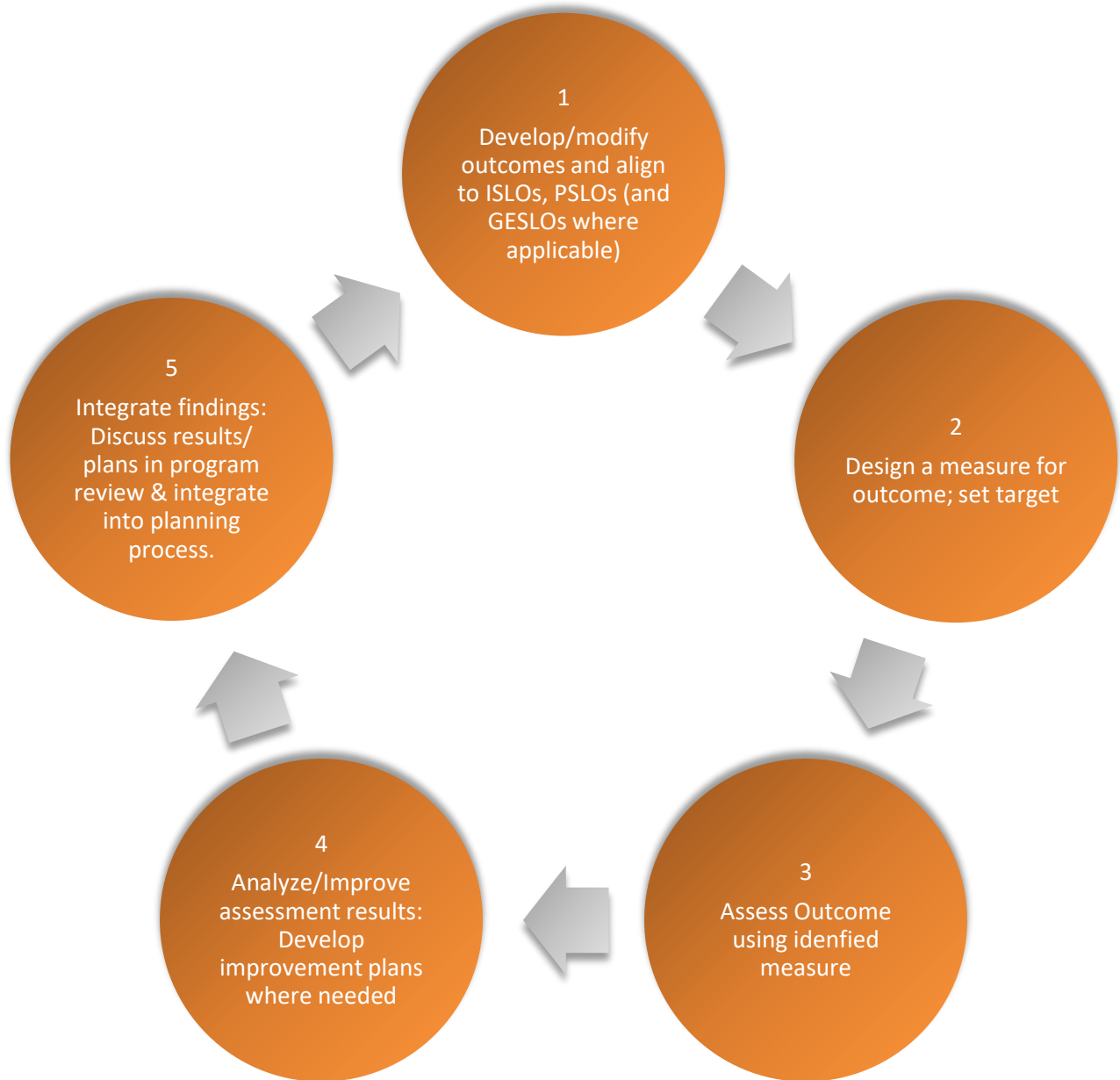
PSLO: (Program Student Learning Outcomes) State what a student is able to know or do at the completion of a program.

ISLO: (Institutional Learning Outcomes) Identify desired abilities of students upon completion of their education at Lassen Community College based on their whole college experience including receiving instruction and services, as well as engagement as a member of the LCC community.

GESLO: (General Education Student Learning Outcomes) Specify what a student is able to know or do at the completion of a course that relates to transferable general education criteria.

Outcome Assessment Cycle

Figure 1 *The process of outcomes assessment.*



Outcomes Assessment Cycle: The process by which we develop, assess, analyze, improve and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals.

Student Learning Outcome and Assessment Cycle

Step 1: Develop/Modify Student Learning Outcomes (SLOs)

Course SLOs are developed and included in Curriculum submissions of new courses. Program SLOs are included in Curriculum submissions for new programs. SLO Mapping is included with initial Curriculum submissions. SLO Maps align SLOs to GESLOS and ISLOS [Appendix A: SLO Map]. Program SLO Maps align course SLOs to Program SLOs [Appendix B: PSLO Map]. Many existing programs have these maps in place; those that do not are being pushed to complete them Spring 2021. Course and program SLOs may be revised at any time through the Curriculum process. Regular review of course and program SLOs occurs during the IPR process. Special courses not mapped to PSLOs are mapped to ISLOs and GESLOs.

Step 2: Design Measure & Set Target

SLO Maps identify measure(s) and target for SLO assessment.

Step 3: Assess SLOs

Course SLOs are assessed utilizing identified measures each term a course is offered, following the course's 2 year plan cycle. Two year plans for each program are located on the Lassen Community College website. Faculty are contractually required to assess a minimum of one SLO per course per term. SLO Assessment plans are submitted to Academic Services at the beginning of the term. Faculty collect and report SLO Assessment results at the end of the term.

PSLO and ISLO assessment is integrated into the IPR process. Programs receive PSLO and ISLO assessment data during their IPR Orientation.

Step 4: Analyze/Improve Assessment Results

SLO Assessment Results include measure, target, number of students who achieved target, and a listing of proposed actions, or improvement plans, where targets are not met. Discussion of Improvement Plan design may be facilitated by Departmental Improvement Plan Brainstorming Form [Appendix C: Departmental Improvement Plan Brainstorming Form]. Discussion of SLO results, improvement plans, and impact of improvement plans is integrated into the IPR process.

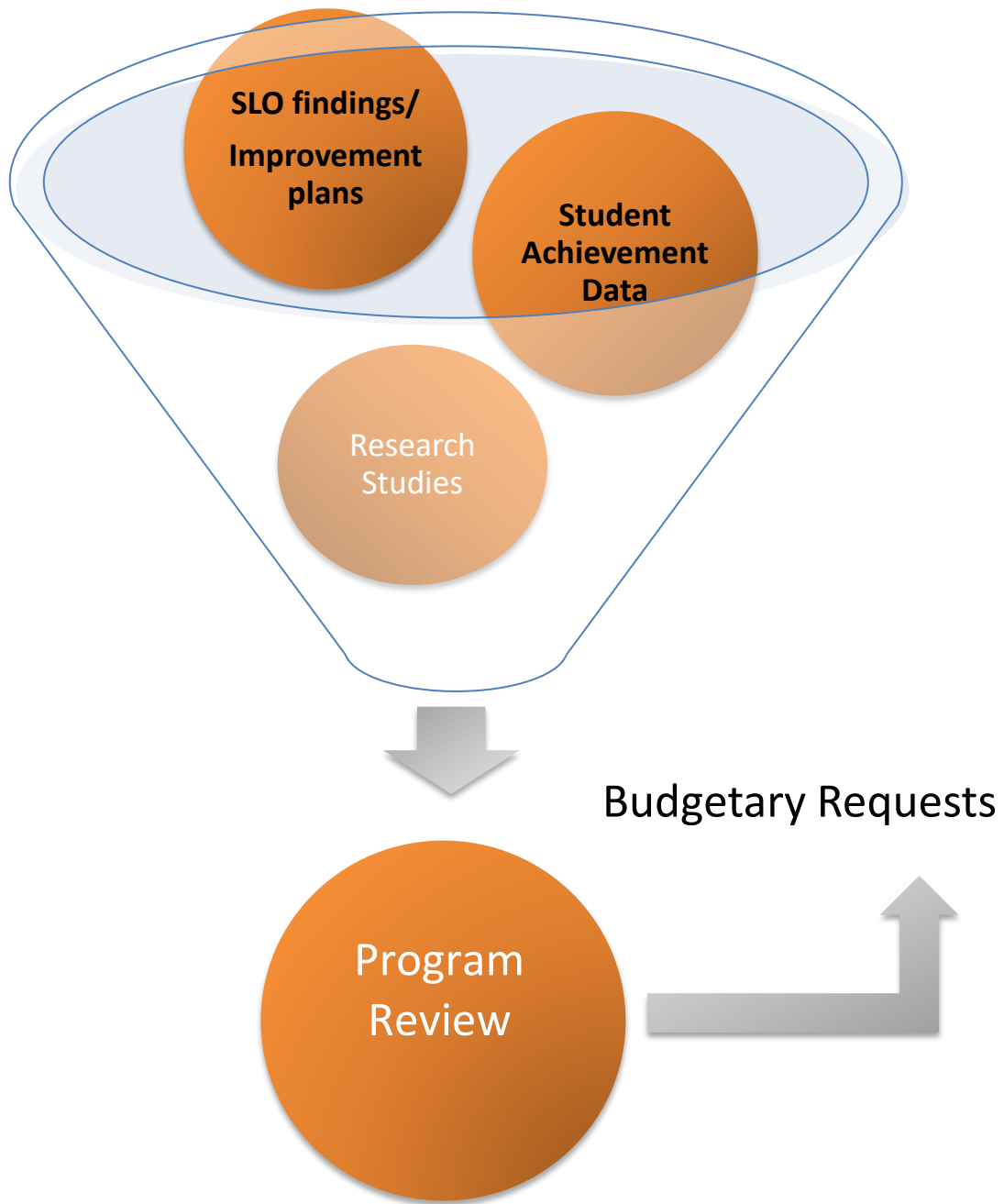
Step 5: Report & Integrate Findings

Longitudinal SLO data is provided for Instructional Program Reviews (IPRs) by the Institutional Effectiveness Office. IPRs include faculty analysis of SLO assessment results and SLO improvement plans (IPR Template Section II: Student Learning Outcomes).

The Instructional Program Review Handbook provides the mechanism by which budgetary requests identified in program reviews are supported by SLO findings and improvement plans, student achievement data, findings from research studies (where available); and are aligned with institutional strategic goals as a means to support quality improvement and evidence driven decision making (IPR Template Sections I-IV Planning Agendas and IPR Template Section VI. B: Prioritized Recommendations for Inclusion in the Planning Process).

Figure 2

The use of evidence to support budgetary decision making through program review:



SLO Process Improvement Plan Timeline

ACCJC Requirements and Recommendations identified in the June, 2020 Action letter from ACCJC brought to light improvements needed in LCC's SLO processes. As a result, a SLO Process Improvement Timeline was developed with the following goals:

Year 1: 2020-2021: Systematic Improvement

1. Consistent assessment of SLOs.
2. Consistent mapping aligning course SLOs to ISLOs, PSLO's and GESLOs.
3. Pilot project focused on PSLO and ISLO assessments targeted for inclusion in IPRs due 2021-2022.
4. Revision of IPR Handbook to emphasize discussion of SLO assessment results, "closing the loop."

Year 2: 2021-2022: Implementation

1. Integration of improved SLO data in IPRs
2. Integration of IPR prioritized recommendations in planning process
3. Analyze results of PSLO/ISLO pilot assessment project. Develop improvement plans for furthering robust SLO assessment.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

SLOs are: “What can students do or produce at the end of the course that they could not at the beginning.”

Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are *collaboratively authored* and *collectively accepted*.

Assessment

“Not everything that can be counted counts and not everything that counts can be counted.”
Albert Einstein

Assessment is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

Measurement is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria

- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

Direct vs. Indirect Assessment

Direct assessment involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

Formative Assessment

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met. Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

Summative Assessment

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

FREQUENTLY ASKED QUESTIONS

The following section focuses on questions (FAQs) related to Student Learning Outcomes (SLOs)

1) What are SLOs and how do they differ from course objectives?

According to the ACCJC, Student Learning Outcomes are the “knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences” (ACCJC Standards Adopted 2002, Standards Glossary, p.6). In other words they are the “specific observable or measurable results that are expected subsequent to a learning experience.” The SLO Glossary produced by ASCCC (2010) further clarifies by stating that,

SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities (p. 13).

SLOs differ from course objectives in that the latter are specific teaching objectives that drive course content and activities (ASCCC.org). Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives (ASCCC, 2010, p. 10).

2) Why should I participate in this process?

The Academic Senate views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning. For this reason, effective assessment practices are important not only to meet accreditation demands but also to benefit the college, the faculty, and the students.

Principle 11 of the Guiding Principles of SLO Assessment (2010) states, “Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (p.25). According to this, faculty’s chief responsibility is to provide students with an effective and rewarding learning experience. The responsibility involves participation in development of curriculum at the course, program and college level, and not just the responsibility for one’s own classes. Furthermore, “decisions regarding curriculum development should be based on collegial and authentic analysis of data...and for this reason SLO assessment can provide informative and beneficial input for making curricular evaluation and discussion at all levels more valuable and purposeful (Guiding Principles of SLO Assessment, 2010).

The Guiding Principles of SLO Assessment (2010) also states,

Outcomes and their assessments therefore must remain under the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p.26).

In other words, because faculty members have the necessary expertise, curricular decisions need to remain under their control. For this reason faculty need to be the ones that engage in assessment of student learning outcomes and the curricular decisions that follow. Guiding Principles of SLO Assessment (2010) supports, “When designed and implemented appropriately, SLO assessment can provide significant benefits as a tool for evaluating and revising curriculum and for improving student learning, and these benefits should be the primary reason for faculty to participate in assessment work” (p.26).

The Guiding Principles of SLO Assessment (2010) reflects on the consequence of ignoring SLOs by stating,

If faculty do not accept these responsibilities and fail to see SLO assessment as a beneficial professional practice, both faculty and students may suffer. If assessment becomes a task done only to satisfy the ACCJC, faculty will be less likely to engage in authentic discussions of valid data, and indeed the data collected itself may well be less informative. Curricular development and decision making will be less effective, thereby depriving students of the maximum educational experience. In addition, faculty who do not engage in assessment activities may find that decisions regarding curriculum are made for them, either by smaller groups of individuals who have chosen to become involved or, worse yet, by non-faculty who have taken on the responsibilities rightly due to the instructional experts (p.26).

3) Should grades suffice for assessment?

According to the Guiding Principles of SLO Assessment (2010), Principle 8, states “SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other” (p.21). Grades and SLOs are not the same thing because they have different approaches and have different purposes. Grading usually involves assigning a letter to some assignment or class the student participated in. The grade tells you very little or nothing about what skills the student can perform. Grades also tell you nothing about how the student can improve. According to Sholars (2009),

It is very difficult to trace back the learning of specific skills from a general grade. For example, if a student earns a “B” in the course, it is not possible to determine which skills or topics within the course were grasped well by the student simply by looking at the grade the student earned. Different faculty members teaching the same course could vary in the way they measure the combination of the different skills to produce the grade. For instance, Professor A might count the research paper for that course as 20% of the student’s overall grade, while Professor B might count the research paper for that course as 15% of the student’s overall grade. If that same research paper was used to assess an SLO, the faculty would score the skills that the faculty determined important on a faculty-

developed rubric. The faculty would have been normed on the rubric. Consequently, a student could earn an “A” in the course, but have scored 3 out of 4 on a faculty-developed rubric.

It is not just faculty that should be aware of the skills attained by a student after an assignment, but also the student. Students should be assigned a grade on an assignment and also a score that pertains to the SLO. If the student is familiar with the rating scale on the rubric, and what skills each score represents for a particular SLO, the student would be aware of what skills he or she has attained and which have not yet been mastered.

[Therefore,] formative SLO assessment involves evaluating student performance with the aim of providing feedback that will enhance student learning through improved instruction. Formative assessment helps the student and the instructor to ascertain what has been learned and what still needs to be learned and thereby can improve both teaching and learning” (p.26).

Thus, student learning outcomes are more useful for helping students understand how to improve their performance in a class and in future classes. Data from SLO assessment also provides feedback to faculty about how to improve instructional practices in a current class and in subsequent classes. Grading and outcomes assessment need not conflict with each as both serve necessary functions. “Faculty who employ only grades or only outcomes assessment may be depriving their students of important feedback. For example, a composition instructor who reads a student essay and simply assigns a letter grade or score, or even one who offers brief, general written comments to the student, has done little to improve the student’s writing. More productive comments would target specific expectations or outcomes for the paper and explain to the student where and how those expectations have or have not been satisfied. Through such feedback students can advance their skills and enhance their understanding of the course material. Thus, grading and outcomes assessment both serve important though separate roles and rather than conflicting, these processes should work in tandem to provide the different levels of input necessary for complete and effective student evaluation.

4) How do I begin? (Writing SLO’s)

The fillable Course SLO Map form (Appendix A) provides space for the description of SLOs and linkages to measures and achievement targets. Additionally, the form allows for linkages between the SLOs and the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEOs).

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. (ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

Therefore, you should begin by examining at the specific course objectives listed in the Course Outline of Record (COR) for the particular course. You should then try combining 2 or 3 or more of them into one logical cohesive outcome that can be assessed.

For example, at LCC BUS 2 course has the following course objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.
10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Objectives 8, 9, and 10 could be combined and rewritten as: Students will demonstrate an understanding of contemporary business principles and practices.

The other objectives can be combined similarly to yield other student learning outcomes.

Phrases and Words to be AVOIDED: Below is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborated when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe	SHOW:	BECOME:
capacity	Appreciation for...	Acquainted with...
comprehend	Attitude of...	Adjusted to...
conceptualize	Awareness of ...	Capable of...
depth	Comprehension of...	Cognizant of...
experience	Enjoyment of...	Conscious of...
feel	Feeling for...	Familiar with...
hear	Interest in...	Interested in...
intelligence	Knowledge of...	Knowledge about...
know	Understand of...	Self-confident in...
listen		
memorize		

perceive realize see self-actualize		
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Shopping List of VERBS: It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs listed below may be useful in constructing course objectives and student learning outcomes.

**A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise**

alter analyze appraise arrange attempt attend categorize change chart choose cite circle classify collect combine compare compile complete conclude consider contrast copy count criticize shorten structure tally	discover discriminate distinguish distribute document duplicate evaluate explain expand extend find follow formulate gather record relate reproduce return search signify sort suggest support underline signify switch tell	generate generalize identify imitate include indicate induce infer isolate itemize label list locate map mark match modify name note omit order organize paraphrase place simplify synthesize volunteer	plan point predict present propose provide question quote rearrange recall recombine reconstruct regroup rename reorder reorganize repeat rephrase restate restructure retell rewrite save select state systematize
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General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

Analyzing Process Complexity: It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

I. Responding (simple specific responses)		
Example Verbs:		Example Outcome:
Circle	Imitate Sort	“...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
Connect	List State	
Define	Point Tell	
Duplicate	Recall Underline	
Find	Recognize	
Identify	Repeat	
II. Elaborating (demonstrating comprehension)		
Example Verbs:		Example Outcome:
Classify	Locate information	“...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
Compute	Measure	
Discriminate	Paraphrase	
Explain briefly	Produce	
List reasons for		
III. Investigating (simple application of basic knowledge)		
Example Verbs:		Example Outcome:
Cite evidence for	Investigate	“...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
Find more about	Omit	
Gather data on	Order	
Illustrate		
IV. Analyzing (application of complex operations)		
Example Verbs:		Example Outcome:
Compare		“...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
Justify with logic and evidence		
Contrast		
Organize data in new forms		
Differentiate		
Interpret		

V. Concept Forming (developing simple original applications)	
<p style="text-align: center;">Example Verbs:</p> <p>Discover and document relationships Elaborate the concept of... Identify variables in Prove beyond a reasonable doubt</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”</p>
VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
<p style="text-align: center;">Example Verbs:</p> <p>Deduce Predict Extrapolate Reorganize Infer Synthesize Integrate Rank order on varied criteria</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.</p>
VII. Problem Solving (fully developed original contributions)	
<p style="text-align: center;">Example Verbs:</p> <p>Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”</p>

Bloom’s taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your SLOs.

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

5) Now SLOs are written, what do I do with them?

SLOs are specific measurable outcomes that are expected subsequent to a learning experience. Therefore, an **assessment tool** must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to tell you whether students can really do what the SLO states. According to the Guiding Principles for SLO Assessment (2010), Principle 1: “Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential” (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. According to Principle 1 in the Guiding Principles for SLO Assessment (2010), “This same principle applies not only to classroom instruction, but also to student support services, library services, and all other areas of a student’s academic experience” (p.9).

At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

6) What are the different types of assessments that I can use?

In *The Concept of Formative Assessment*, Boston (2002) offers the following explanation and definition of the concept of assessment: “Black and William (1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning” (p. 8).

There are many different modes of assessments: The following, though by no means exhaustive, is a list of some of the most common tools:

Table 1 *Common Assessment Tools*

Academic Direct Measures	Academic Indirect Indicators	Administrative Measures
Capstone Assignment	Advisory Board	Activity Volume
Comprehensives	Alumni Survey	Benchmarking
Internship Evaluations	Benchmarking	Climate/Environ
Licensure Exam	Curriculum	Discussions

Performance	Employer Survey	Doc. Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post Test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standard. Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Gov't Standards
Video/Audiotape	School Perform	Prof. Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

According to the Guiding Principles for SLO Assessment (2010):

If the term “assessment” refers to the process of collecting data, then “assessment results” are the data or evidence produced by this process. Such data need not always be quantifiable or measurable in numerical terms. Assessment results may take various forms, including not only quantitative data such as numerical or statistical scores but also qualitative evidence such as portfolios, narratives, performances, or other data that may be more dependent on observation than computation. Any information produced by assessment processes that can be used for analysis and improvement of student achievement and learning would fall under the category of assessment results (p. 8).

7) How do I know I have a good assessment tool for my SLOs?

This question is best answered by the Guiding Principles of SLO Assessment (2010) Principle 5: “SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty” (p.16).

Good assessment needs to simulate real world experiences and involve the application of critical thinking to tasks that approximate real world conditions like the workplace and other situations outside the classroom (Wiggins, 1990). Appropriate SLO assessment should not be simply a reproduction of information without context to anchor it. Authentic assessment is meaningful and involves application of knowledge and skills, not just simply memorization of information. The ACCJC’s 2012 SLO Rubric notes the importance of authentic assessment as an aspect of SLO proficiency: “Student learning outcomes and authentic assessment are in place for courses, programs, and degrees” (p. 5).

Faculty members also need to consider providing assessments at certain intervals of a course rather than just at the end. Such assessments are more useful because they can track student progress and provide more useful feedback to improve student learning. In other words, ongoing authentic assessment can improve the input that faculty provide to students as an aspect of instruction throughout their classes. As Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* states, “In classes, students need frequent opportunities to perform and receive suggestions for improvement” (para. 15).

Assessments should also be integrated into courses so they are non-obtrusive and as least disruptive as possible. Guiding Principles of SLO Assessment (2010), Principle 5 indicates, “Other, more formal assessment practices also might be developed as a part of the standard instructional program for a course. Assessment data can be collected from work students do as required course activities, projects, or assignments, requiring minimal additional course preparation or student performance” (p. 16). Faculty members can plan for such standards assessments in advance by incorporating them into their classes as part of the normal expectations for students in the course. This insures that SLO assessment will be as efficient and practical as possible

Furthermore, according to the Guiding Principles of SLO Assessment (2010), Principle 6 states, “Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs” (p.16).

8) Where do we collect the data?

At the end of each semester faculty submit the results of SLO Assessment, and steps taken as result of the assessment, within eight (8) District business days after the last day of finals. Data is submitted via an electronic, “End of Term Course Student Learning Outcomes Results” form (Appendix B).

Assessment criteria must be established for each SLO prior to collecting data. Assessment criteria refer to the percentage or ratio of questions answered correctly. For example, a multiple-choice test may require that 75% of the questions be answered correctly for the SLO to be met. Therefore the assessment criteria would be 75%. Assessment criteria can also be set for more complicated assignments like papers, projects, etc. by following a rubric.

An **achievement target** must also be set for each SLO before data is collected. The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the SLO. For example, a particular course might require that 80% of the students be successful when assessed for a particular SLO. Thus, for this particular SLO, 80% would be the achievement target.

9) What do we do with the data once it is collected?

Faculty need to take part in a discussion of the SLO results for their courses. All faculty who teach a particular course need to discuss the SLO results in order to decide whether they need to modify the SLO, the assessment tool, the assessment criteria, or the achievement target. More importantly, faculty members need to decide what the results mean for that particular course in order to modify it or improve it. Improvement plans involve consideration of planned changes that result from the review of SLO assessment results. Planned changes can include changes to the structure of an assessment or course, to the forms or other tools used as part of instruction, include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, requests for new equipment, etc. Improvement Plans include planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes. The Departmental Improvement Plan Brainstorming Form (Appendix C)

provides guidance and a means to capture the dialog and information needed to create robust Improvement Plan(s).

According to the Guiding Principles of SLO Assessment (2010), Principle 1 states,

Faculty are in direct contact with students, have the greatest knowledge and deepest understanding of the students' needs and abilities, and have the responsibility for developing and delivering the curriculum and course content, and therefore faculty can better understand the context of the data. By accepting and embracing their responsibility for SLO design and assessment, faculty will be in the best position to examine assessment data, ask questions about what the data suggest, and make appropriate changes to classroom and institutional practices in order to improve student learning (p.9).

10) Who should be involved in this process?

According to the Guiding Principles of SLO Assessment, (2010) Principle 2 states,

Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals. SLO assessment must involve full-time faculty members, part-time faculty members, staff, administrators, and anyone else directly or indirectly serving students. Faculty members need to take primary responsibility for developing SLOs, the assessments, analyzing data, and coordinating discussions. Part-time faculty members need to be involved as well as they are a majority of the faculty at most colleges. Faculty should be the ones making curricular decisions, especially those concerning how it can be changed and improved by using SLO data. Staff members also need to be involved. Staff members need to be involved in preserving data, maintaining and recording it, as well developing software tools and systems. Staff members are thus needed to support the entire SLO assessment process.

Discussion should also be held at the college level by faculty under the leadership of the academic senate. Instructional and student support service faculty should also be involved. According to the Guiding Principles of SLO Assessment (2010), Principle 2:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. Instructional and student support services faculty should not work in isolation from each other, but rather should collaborate and share information at all levels in order to more fully inform and strengthen the delivery of all aspects of a student's educational experience" (p.11).

There must also be assistance from college researchers to aid in the design and implementation of SLO instruments as well as evaluating their validity and applicability. Administrators also play an important role in the SLO process. Administrators need to support and facilitate the process. They need to make available sufficient staffing, technology, resources, compensation and other needs. Not only this, administrators must also support the SLO process through organization, scheduling, facilitating, coordinating, and encouraging, and approval of other necessary efforts to make the process more effective. According to the Guiding Principles of SLO Assessment (2010), Principle 2: "If the entire college is involved in assessment efforts, with each area or constituent group fulfilling its appropriate role while understanding and

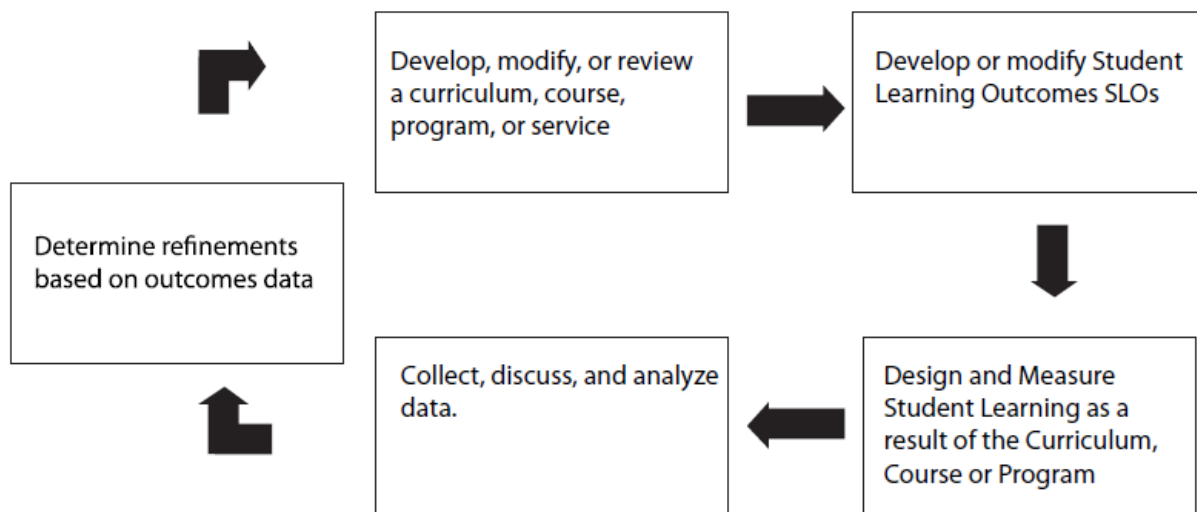
respecting the faculty’s primacy in SLO processes, all areas will be able to work cooperatively toward the common goal of serving students in the most effective ways possible” (p. 11).

11) Now that SLOs have been defined, assessment tools have been developed, data and action plans have been collected. Am I done?

No. The process is supposed to be ongoing and lead to “**continuous quality improvement**” of the courses, programs and services offered by the college. According to Principle 1 of the Guiding Principles of SLO Assessment (2010), “The purposes of student learning outcomes include assessing student achievement, evaluating the strength of courses and programs, and identifying instances in which instruction and student learning can be improved” (p.9). Furthermore, According to the Guiding Principles of SLO Assessment (2010), Principle 3 states, SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes”(p.10).

SLO assessment is not an end to itself but a vehicle for program and educational improvement. It needs to be an ongoing activity which uses current data to inform instructional practices. It should not be a periodic exercise that uses outdated assessments and data to inform current practices and decisions. The Academic Senate’s *SLO Terminology Glossary* (ASCCC, 2010) defines “**closing the loop,**” as:

Closing the Assessment Loop



The use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc. (p.4).

This requires a commitment by all people across all levels of the college. Faculty members are more likely to believe in the process and devote their effort if they feel it will lead to budgetary

decisions that will enhance students' educational experience. The college needs to make budget decisions that will support the projects and innovation that will lead to curriculum improvement. ACCJC emphasizes the importance of using assessment data as a basis for decision making throughout the college:

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement (ACCJC Standard I.B.4).

Colleges must therefore integrate SLO assessment into its program review. In other words, data from SLO assessment needs to inform the decision making reflected in program review. Programs need to be analyzed based on concrete information, thus making the program review process more data driven. This allows SLO assessment to connect logically and meaningfully to both short-term and long-term college planning. SLO data can inform decisions for improvement of programs, the setting of goals and implementation of strategies, as well as allocation of resources to address these needs. Programs can use concrete data to support their budgetary requests thereby making budget discussions more meaningful and better informed. The decision making process will tie resource allocation directly to the SLO process.

Guiding Principles of SLO Assessment (2010) suggests, "Perhaps the highest level at which SLOs and SLO assessment can be incorporated into the culture of a college is by connecting general education outcomes directly to the college vision, values, or mission (p.10). Colleges might want to revise their mission statement, if necessary, to make an obvious connection with its institutional learning outcomes. Institutional learning outcomes should also have an explicit connection with the general education outcomes.

12) Do SLOs remain the same once established or can we change them?

SLOs can be revised as needed. According to the Guiding Principles of SLO Assessment (2010), Principle 3, that states:

The process and the SLOs themselves must remain open to revision and adjustment. Student needs and curricular practices change, and colleges must continuously reflect on their practices and expectations in order to serve students as fully as possible. The job of SLO development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. For SLO data to be effective in informing decision making at all levels of the college, the SLO assessment process should be revised as necessary to reflect changes in the college's curriculum, needs, and culture (p.10).

13) Okay, we are continuously assessing student learning outcomes, revising them as needed, and using them to inform program review. Now are we done?

No. Program learning outcomes, general education outcomes, and institutional outcomes must also be developed. Program learning outcomes (PLOs) have been defined by Marshall (2013) as "Broadly inclusive statements that might be considered areas of competency within a given discipline or general area of competency within a GE program." PLOs must be developed for any sequence of courses that leads to a certificate or degree.

According to the Guiding Principles of SLO assessment (2010), Principle 4, “SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment” (p.15). The mapping of these outcomes needs to be thoughtful and involve dialogue among all necessary parties. This includes not only faculty, but also staff and administration. According to ASCCC (2010), “When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision” (p.1). Doing this makes the assessment process more practical and efficient. An example within Principle 4, presents a scenario, “If program outcomes are designed and mapped to reflect direct connections to the SLO s of the courses that comprise the program, then assessment of the program outcomes may be conducted using data provided through the process of course SLO assessment” (p. 15). This means SLO assessments, if appropriately designed and assessed, can double as program learning outcomes. Furthermore, program learning outcomes assessment need not incorporate data from every course that comprises the program. Certain programs that have mastery courses, where students master a skill that was introduced in previous courses, might choose to focus assessment at the courses where mastery occurs.

Assessment of general education and institutional outcomes requires a broader dialogue. The *SLO Terminology Glossary* (2010), states that institutional learning reflect “The knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience” (p.9). Thus, they combine expertise found in several areas or a combination of areas and not a single discipline. Institutional learning outcomes include those related to institutional effectiveness (degrees, transfers, productivity) as well as learning outcomes. Principle 4 reflects on the success of the process as;

Successful attainment of general education and institutional outcomes depends on the overall educational experience that is founded on the course and program level. If students do not achieve the expected outcomes at the course and program level, then they are also unlikely to attain the college-level outcomes. For this reason, colleges should work to establish explicit alignment between program outcomes and those at the general education and institutional level. If students are successful in achieving course and program level outcomes, and if those outcomes provide direct and clear connection to the general education outcomes, then assessment will once again be simplified and the overall educational experience of students will have greater coherence and will therefore be enhanced (p. 16).

14) Can results of SLO, PLO assessment be used against me?

No. According to Guiding Principles of SLO Assessment (2010, Principle 10: “SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.” (p.24). Alan Craig and Fulks (2007) support, “Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments” (p. 2). Thus, SLO assessment results would not be a true indicator of whether learning has taken place or whether the results should be used to improve the courses, programs, or services the college offers.

References

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APPENDIX A: Course SLO Map Form:



COURSE SUBJECT & NUMBER:

DATE REVIEWED:

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

Transfer

Economic/Workforce Development

Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:

<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
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<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:

<p style="text-align: center;">Institutional Learning Outcomes</p> <p>1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.</p> <p>#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.</p> <p>#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.</p> <p>#4. Personal/Interpersonal Responsibility- Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures</p>

<p style="text-align: center;">General Education Student Learning Outcomes for Associate Degrees</p> <p>#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.</p> <p>#2. Explain and analyze relationships between science and other human activities.</p> <p>#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.</p> <p>#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.</p> <p>#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.</p> <p>#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.</p> <p>#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.</p> <p>#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.</p>

APPENDIX B: Program SLO Map



PROGRAM ID:

DATE LAST REVIEWED/UPDATED: 2/3/2021

PROGRAM TITLE: Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

FACULTY NAME(s): Brian Wolf

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PSLO 3
	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	Demonstrate an understanding of the basic methodologies of science.
AGR-1			
AGR-2			
AGR-10			
AGR-13			
AGR-20			
AGR-40			
AGR-41			

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

APPENDIX C: Departmental Improvement Plan Brainstorming Form

Departmental Improvement Plan Brainstorming Form*

Department:

Date of Discussion: _____

Course/Department SLO(s)/AUOs discussed (Example: ENGL 1, Financial Aid): _____

Semester(s) assessment data was collected (Example: Fall 2020):

Faculty/Staff involved in discussion and analysis:

What is discussion and analysis of this data telling you?

Questions faculty may consider include:

2. Do you see gaps in the outcomes data? If so, what is the cause?
3. Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
4. Do you see overall gaps in their instructional experience? If so, where?
 - Do you see gaps in the evaluation process itself? If so, why? How can that be improved?
 - Do you see other issues in the student's experience? – Timing of assessment leading to low percentage of students completing assessment? Unmet student needs impacting academic performance?

Provide a summary of the conversation leading to the improvement plan.

1-Write a brief description of the improvement plan to facilitate change, including semester improvement plan is anticipated to be implemented *:

2- Write an implementation description. (How will the improvement plan be set in motion? What steps are required to complete the action plan?)*:

3- Indicate the person(s) who will implement the improvement plan*:

4-Indicate any physical or financial resources needed, including estimated requested budget amount, if any (to be included in IPR or Annual IPR Update)*:

*This information is intended to aid in the development of Improvement Plans to be finalized when reporting End of Term Course Student Learning Outcomes

Introduction to SLO Assessment	✓	⋮
SLO Assessment Plan (Submit within first week of course)	✓	⋮
SLO Assessment Results (due within 8 district business days of last day of finals)	✓	⋮
Student Learning Outcome (SLO) Mapping	✓	⋮
Student Learning Outcome Map	✓	⋮
Program Student Learning Outcome Map	✓	⋮
For more SLO information...	✓	⋮
Feedback	✓	⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓	⋮

▶	COMING SOON...Administrative Unit Outcomes (AUO)	✓ +	⋮
	AUO Breakout Session Fall 2020 Convocation	⊘	⋮
	Convocation 2020FA - AUO Breakout Session.docx	⊘	⋮
	Feedback	⊘	⋮
	Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘	⋮

▼	Instructional Program Review	✓ +	⋮
	Introduction to Instructional Program Review	✓	⋮
	IPR Orientation	✓	⋮
	Approved 2020 IPR Handbook.pdf	✓	⋮
	IPR Peer Review and Support	✓	⋮
	Approved IPR Peer Review Checklist Rubric.pdf	✓	⋮
	2020-2021 IPR Timeline	✓	⋮
	Feedback	✓	⋮
	Instructional Program Review Process and Information Survey	✓	⋮

▼	COMING SOON... Non-Instructional Program Review	✓ +	⋮
	Introduction to Non-Instructional Program Review	⊘	⋮
	2015 NIPR Handbook.docx	⊘	⋮
	NEEDS CONTENT...2020-2021 NIPR Timeline	⊘	⋮
	Feedback	⊘	⋮
	Non-Instructional Program Review Process and Information Survey	⊘	⋮

▼	Evidence	✓ +	⋮
---	-----------------	-----	---

Introduction: Evidence	✓	⋮
Meetings	✓	⋮
Introduction to Minutes and Agendas	✓	⋮
Tips: Agendas & Minutes	✓	⋮
Brown Act	✓	⋮
Information for Meetings that use Board Docs	✓	⋮
Using Board Docs	✓	⋮
Information for Ad Hoc Committees and Work Groups that Do Not Use Board Docs	✓	⋮
LCC Ad Hoc Committee - Work Group Agenda Template	✓	⋮
LCC Ad Hoc Committee - Work Group Minutes (Notes) Template	✓	⋮
Handbooks	✓	⋮
Handbook Review/Revision Considerations	✓	⋮
Handbook Covers	✓	⋮
Documents	✓	⋮
File Naming/Document Labeling/Storage	✓	⋮
Feedback	✓	⋮
"Evidence" Feedback Survey	✓	⋮

THE ACCREDITATION QUIZ -- 80% GETS YOU IN THE RAFFLE!!!!	✓	+	⋮
Accreditation Quiz	✓		⋮
Accreditation Raffle Winners	✓		⋮

Open Surveys for Process and Information Feedback	⊘	+	⋮
Shared Governance Climate Survey	✓		⋮
Student Learning Outcome (SLO) Process Survey Fall 2020	✓		⋮
Administrative Unit Outcomes (AUO) Process Survey Fall 2020	⊘		⋮
Instructional Program Review Process and Information Survey	✓		⋮
Non-Instructional Program Review Process and Information Survey	⊘		⋮
"Evidence" Feedback Survey	✓		⋮



Lassen Portal Institutional Effectiveness

Institutional Effectiveness






BOT Approved IPR's, NIPR's, and Annual Updates

✓ NAME	DOCUMENT TYPE:	YEAR
▶ Year : 2020	(16)	
▶ Year : 2019	(2)	
▶ Year : 2018	(11)	
▶ Year : 2017	(12)	
▶ Year : 2016	(22)	
▶ Year : 2015	(12)	
▶ Year : 2014	(14)	
▶ Year : 2013	(27)	
▶ Year : 2012 and Earlier	(15)	

IPR Reference Documents & Forms

✓	NAME	
	2020 IPR Handbook	...
	2020-2021 IPR Timeline	...
	Blank SLO Assessment Form	...
	IPR Annual Update Template	...
	IPR Due Dates and AS Mentors (Updated 8-27-19)	...
	IPR Review Rubric	...
	IPR Template	...

NIPR Reference Documents & Forms

✓	NAME	
	2020 NIPR Handbook	...
	AUO Blank Template	...
	NI Program Review Status_Sept 4,2019	...
	NIPR Annual Update Template	...
	NIPR Template	...



The mission of the Department of Institutional Effectiveness is to continuously build and support a culture of evidence through the provision of institutional research studies, effectiveness enhancing methodologies and innovative strategic planning approaches to increase institutional and student performance.

Frequently Asked Questions

✓ ANSWER

- ▶ Question : When are my SLO Assessment results due to the Office of Instruction? (1)
- ▶ Question : Where can I get my program review data? (1)
- ▶ Question : Where do I report my SLO Findings? (1)

Contact Us

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Hours:	8:00am to 5:00pm
<i>Director of Technology & Effectiveness</i>	

Dashboards

[Student Analysis](#)

[Course Completion](#)

[Basic Skills Course Analysis](#)

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[Degree & Certificate Completion](#)

Quick Links

[Infomagnus \(Equity Data\)](#)

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Coming soon....

[Blank SLO Assessment Form](#)

Blank form for submitting SLO assessment results to the office of Instruction

[AUO Blank Template](#)

Blank Template for developing your AUO's

[SLO Web Page](#)

Information on all things SLO

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Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

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- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication





(/)

ACADEMICS

Lassen College (/Pages/Home.aspx) » Academics (/academics/Pages/default.aspx) » General Education Student Learning Outcomes

General Education Student Learning Outcomes

GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.

GESLO 2: Explain and analyze relationships between science and other human activities.

GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.

GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.

GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.

GESLO 6: Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.

GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

[Divisions \(/academics/divisions/Pages/default.aspx\)](/academics/divisions/Pages/default.aspx)

[CTE Division \(/academics/divisions/cte-pe/Pages/default.aspx\)](/academics/divisions/cte-pe/Pages/default.aspx)

[Programs & Degrees \(/academics/programs/Pages/default.aspx\)](/academics/programs/Pages/default.aspx)

[Administration of Justice \(/academics/programs/Administration of Justice/Pages/default.aspx\)](/academics/programs/Administration of Justice/Pages/default.aspx)

[Agriculture \(/academics/programs/agriculture/Pages/default.aspx\)](/academics/programs/agriculture/Pages/default.aspx)

[Allied Health \(/academics/programs/allied-health/Pages/default.aspx\)](/academics/programs/allied-health/Pages/default.aspx)

[Anthropology \(/academics/programs/anthropology/Pages/default.aspx\)](/academics/programs/anthropology/Pages/default.aspx)

[Art \(/academics/programs/art/Pages/default.aspx\)](/academics/programs/art/Pages/default.aspx)

[Automotive Technology \(/academics/programs/automotive-technology/Pages/default.aspx\)](/academics/programs/automotive-technology/Pages/default.aspx)

[Biological Science \(/academics/programs/biological-science/Pages/default.aspx\)](/academics/programs/biological-science/Pages/default.aspx)

[Business \(/academics/programs/business/Pages/default.aspx\)](/academics/programs/business/Pages/default.aspx)

[Child Development \(/academics/programs/child-development/Pages/default.aspx\)](/academics/programs/child-development/Pages/default.aspx)

[English \(/academics/programs/english/Pages/default.aspx\)](/academics/programs/english/Pages/default.aspx)

[Fire Technology \(/academics/programs/fire-technology/Pages/default.aspx\)](/academics/programs/fire-technology/Pages/default.aspx)

[Geographic Information Systems \(/academics/programs/geographic-information-systems/Pages/default.aspx\)](/academics/programs/geographic-information-systems/Pages/default.aspx)

[Geology \(/academics/programs/geology/Pages/default.aspx\)](/academics/programs/geology/Pages/default.aspx)

[Gunsmithing \(/academics/programs/gunsmithing/Pages/default.aspx\)](/academics/programs/gunsmithing/Pages/default.aspx)

[History \(/academics/programs/history/Pages/default.aspx\)](/academics/programs/history/Pages/default.aspx)

[Human Services \(/academics/programs/human-services/Pages/default.aspx\)](/academics/programs/human-services/Pages/default.aspx)

[Kinesiology \(/academics/programs/kinesiology/Pages/default.aspx\)](/academics/programs/kinesiology/Pages/default.aspx)

[Nutrition and Dietetics \(/academics/programs/nutrition-and-dietetics/Pages/default.aspx\)](/academics/programs/nutrition-and-dietetics/Pages/default.aspx)

[Physical Education \(/academics/programs/physical-education/Pages/default.aspx\)](/academics/programs/physical-education/Pages/default.aspx)

[Political Science \(/academics/programs/Political Science/Pages/default.aspx\)](/academics/programs/Political Science/Pages/default.aspx)

[Psychology \(/academics/programs/psychology/Pages/default.aspx\)](/academics/programs/psychology/Pages/default.aspx)

[Social Science \(/academics/programs/social-science/Pages/default.aspx\)](/academics/programs/social-science/Pages/default.aspx)

[Sociology \(/academics/programs/sociology/Pages/default.aspx\)](/academics/programs/sociology/Pages/default.aspx)

[Vocational Nursing \(/academics/programs/vocational-nursing/Pages/default.aspx\)](/academics/programs/vocational-nursing/Pages/default.aspx)

[Welding Technology \(/academics/programs/welding-technology/Pages/default.aspx\)](/academics/programs/welding-technology/Pages/default.aspx)

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Lassen Community College
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(530) 257-6181

[Accreditation \(/about/accreditation\)](#)

[Accessibility \(/pages/accessibility.aspx\)](#)

[Directory \(/about/directory\)](#)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](#)

[Employment Opportunities
\(/about/employment\)](#)

[Privacy Policy \(/pages/privacy-policy.aspx\)](#)

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LASSEN
COMMUNITY
COLLEGE

STUDENT LEARNING OUTCOMES HANDBOOK 2020-2021

Academic Senate Adoption: _____ 3-24-2021 _____

Curriculum Committee Review: _____ 4-6-21 _____

INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education.

The Standards measure not only the quality and effectiveness of the institution's programs and support services no matter where or how they are offered, but also the effectiveness of the institution in meeting its mission, the adequacy of resources, and the processes of leadership, governance, and decision-making to adapt the institution to meet a changing future (ACCJC.org).

The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it. The four standards are as follows:

STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are

designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

Building a common language around Student Learning Outcome assessment is key to increased understanding and success. Please find a list of frequently used terms below:

SLO: (Student Learning Outcomes) State what a student is able to know or do at the completion of a course.

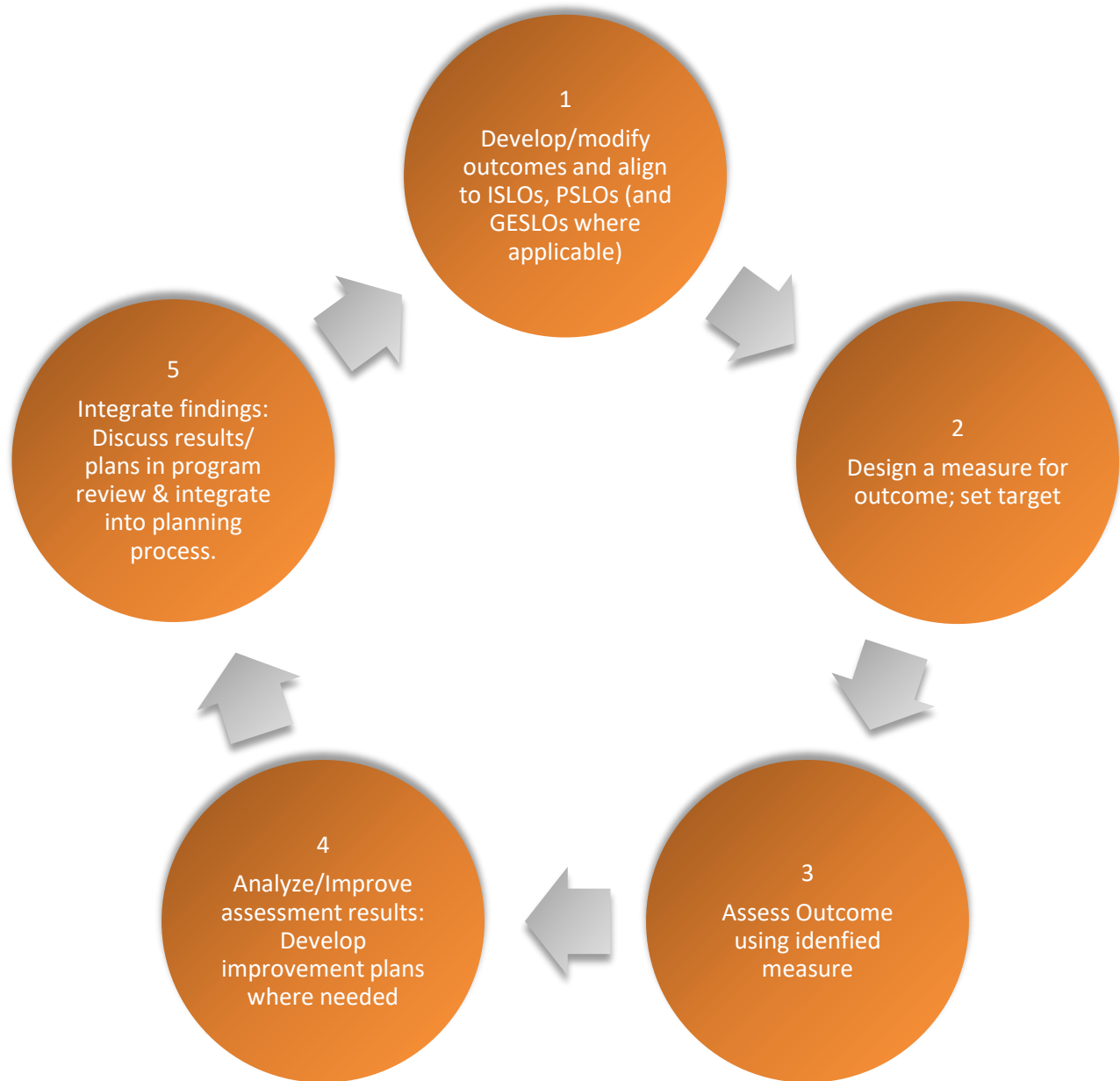
PSLO: (Program Student Learning Outcomes) State what a student is able to know or do at the completion of a program.

ISLO: (Institutional Learning Outcomes) Identify desired abilities of students upon completion of their education at Lassen Community College based on their whole college experience including receiving instruction and services, as well as engagement as a member of the LCC community.

GESLO: (General Education Student Learning Outcomes) Specify what a student is able to know or do at the completion of a course that relates to transferable general education criteria.

Outcome Assessment Cycle

Figure 1 *The process of outcomes assessment.*



Outcomes Assessment Cycle: The process by which we develop, assess, analyze, improve and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals.

Student Learning Outcome and Assessment Cycle

Step 1: Develop/Modify Student Learning Outcomes (SLOs)

Course SLOs are developed and included in Curriculum submissions of new courses. Program SLOs are included in Curriculum submissions for new programs. SLO Mapping is included with initial Curriculum submissions. SLO Maps align SLOs to GESLOS and ISLOS [Appendix A: SLO Map]. Program SLO Maps align course SLOs to Program SLOs [Appendix B: PSLO Map]. Many existing programs have these maps in place; those that do not are being pushed to complete them Spring 2021. Course and program SLOs may be revised at any time through the Curriculum process. Regular review of course and program SLOs occurs during the IPR process. Special courses not mapped to PSLOs are mapped to ISLOs and GESLOs.

Step 2: Design Measure & Set Target

SLO Maps identify measure(s) and target for SLO assessment.

Step 3: Assess SLOs

Course SLOs are assessed utilizing identified measures each term a course is offered, following the course's 2 year plan cycle. Two year plans for each program are located on the Lassen Community College website. Faculty are contractually required to assess a minimum of one SLO per course per term. SLO Assessment plans are submitted to Academic Services at the beginning of the term. Faculty collect and report SLO Assessment results at the end of the term.

PSLO and ISLO assessment is integrated into the IPR process. Programs receive PSLO and ISLO assessment data during their IPR Orientation.

Step 4: Analyze/Improve Assessment Results

SLO Assessment Results include measure, target, number of students who achieved target, and a listing of proposed actions, or improvement plans, where targets are not met. Discussion of Improvement Plan design may be facilitated by Departmental Improvement Plan Brainstorming Form [Appendix C: Departmental Improvement Plan Brainstorming Form]. Discussion of SLO results, improvement plans, and impact of improvement plans is integrated into the IPR process.

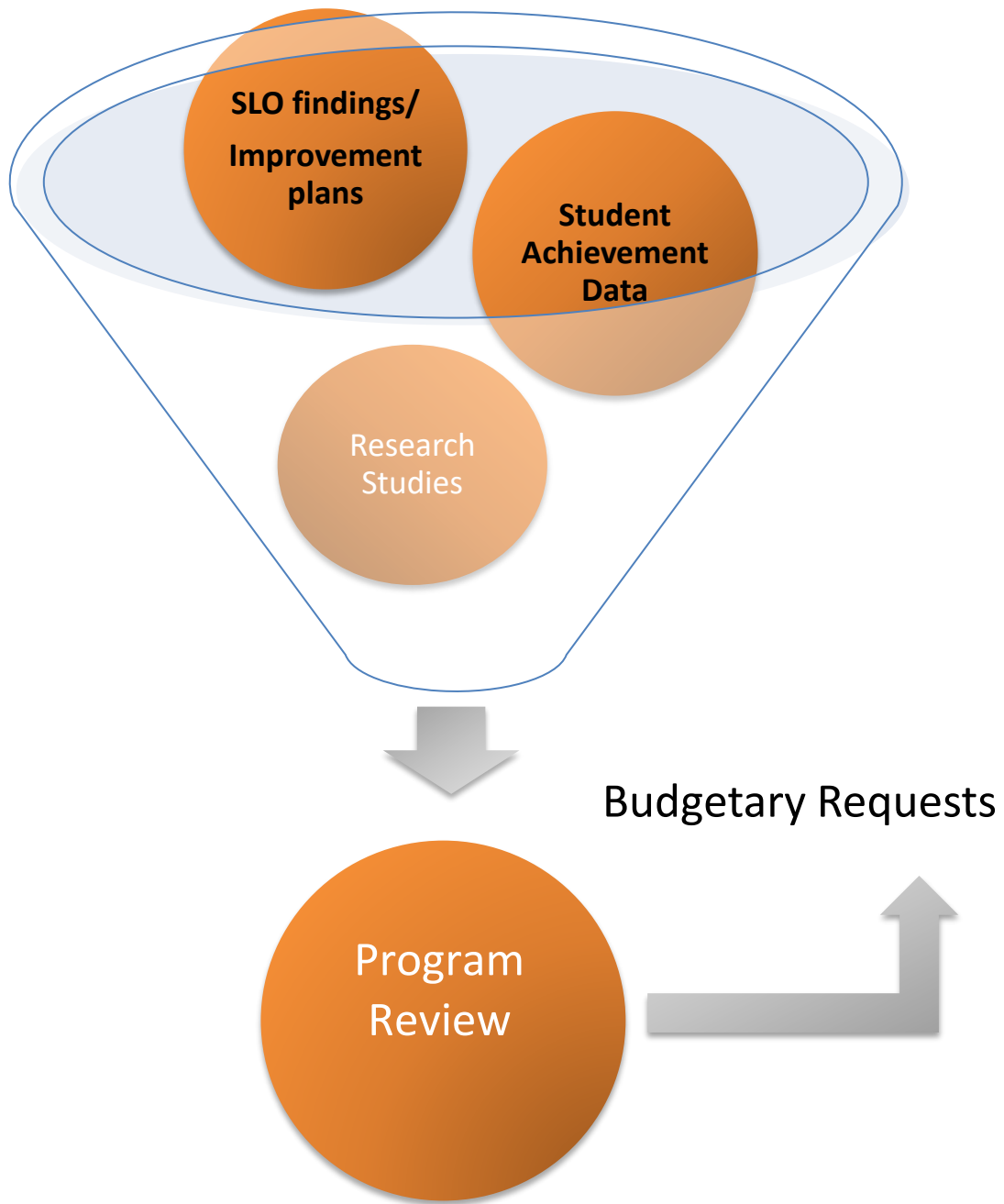
Step 5: Report & Integrate Findings

Longitudinal SLO data is provided for Instructional Program Reviews (IPRs) by the Institutional Effectiveness Office. IPRs include faculty analysis of SLO assessment results and SLO improvement plans (IPR Template Section II: Student Learning Outcomes).

The Instructional Program Review Handbook provides the mechanism by which budgetary requests identified in program reviews are supported by SLO findings and improvement plans, student achievement data, findings from research studies (where available); and are aligned with institutional strategic goals as a means to support quality improvement and evidence driven decision making (IPR Template Sections I-IV Planning Agendas and IPR Template Section VI. B: Prioritized Recommendations for Inclusion in the Planning Process).

Figure 2

The use of evidence to support budgetary decision making through program review:



SLO Process Improvement Plan Timeline

ACCJC Requirements and Recommendations identified in the June, 2020 Action letter from ACCJC brought to light improvements needed in LCC's SLO processes. As a result, a SLO Process Improvement Timeline was developed with the following goals:

Year 1: 2020-2021: Systematic Improvement

1. Consistent assessment of SLOs.
2. Consistent mapping aligning course SLOs to ISLOs, PSLO's and GESLOs.
3. Pilot project focused on PSLO and ISLO assessments targeted for inclusion in IPRs due 2021-2022.
4. Revision of IPR Handbook to emphasize discussion of SLO assessment results, "closing the loop."

Year 2: 2021-2022: Implementation

1. Integration of improved SLO data in IPRs
2. Integration of IPR prioritized recommendations in planning process
3. Analyze results of PSLO/ISLO pilot assessment project. Develop improvement plans for furthering robust SLO assessment.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

SLOs are: “What can students do or produce at the end of the course that they could not at the beginning.”

Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are *collaboratively authored* and *collectively accepted*.

Assessment

“Not everything that can be counted counts and not everything that counts can be counted.”
Albert Einstein

Assessment is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

Measurement is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria

- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

Direct vs. Indirect Assessment

Direct assessment involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

Formative Assessment

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met. Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

Summative Assessment

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

FREQUENTLY ASKED QUESTIONS

The following section focuses on questions (FAQs) related to Student Learning Outcomes (SLOs)

1) What are SLOs and how do they differ from course objectives?

According to the ACCJC, Student Learning Outcomes are the “knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences” (ACCJC Standards Adopted 2002, Standards Glossary, p.6). In other words they are the “specific observable or measurable results that are expected subsequent to a learning experience.” The SLO Glossary produced by ASCCC (2010) further clarifies by stating that,

SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities (p. 13).

SLOs differ from course objectives in that the latter are specific teaching objectives that drive course content and activities (ASCCC.org). Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives (ASCCC, 2010, p. 10).

2) Why should I participate in this process?

The Academic Senate views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning. For this reason, effective assessment practices are important not only to meet accreditation demands but also to benefit the college, the faculty, and the students.

Principle 11 of the Guiding Principles of SLO Assessment (2010) states, “Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (p.25). According to this, faculty’s chief responsibility is to provide students with an effective and rewarding learning experience. The responsibility involves participation in development of curriculum at the course, program and college level, and not just the responsibility for one’s own classes. Furthermore, “decisions regarding curriculum development should be based on collegial and authentic analysis of data...and for this reason SLO assessment can provide informative and beneficial input for making curricular evaluation and discussion at all levels more valuable and purposeful (Guiding Principles of SLO Assessment, 2010).

The Guiding Principles of SLO Assessment (2010) also states,

Outcomes and their assessments therefore must remain under the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p.26).

In other words, because faculty members have the necessary expertise, curricular decisions need to remain under their control. For this reason faculty need to be the ones that engage in assessment of student learning outcomes and the curricular decisions that follow. Guiding Principles of SLO Assessment (2010) supports, “When designed and implemented appropriately, SLO assessment can provide significant benefits as a tool for evaluating and revising curriculum and for improving student learning, and these benefits should be the primary reason for faculty to participate in assessment work” (p.26).

The Guiding Principles of SLO Assessment (2010) reflects on the consequence of ignoring SLOs by stating,

If faculty do not accept these responsibilities and fail to see SLO assessment as a beneficial professional practice, both faculty and students may suffer. If assessment becomes a task done only to satisfy the ACCJC, faculty will be less likely to engage in authentic discussions of valid data, and indeed the data collected itself may well be less informative. Curricular development and decision making will be less effective, thereby depriving students of the maximum educational experience. In addition, faculty who do not engage in assessment activities may find that decisions regarding curriculum are made for them, either by smaller groups of individuals who have chosen to become involved or, worse yet, by non-faculty who have taken on the responsibilities rightly due to the instructional experts (p.26).

3) Should grades suffice for assessment?

According to the Guiding Principles of SLO Assessment (2010), Principle 8, states “SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other” (p.21). Grades and SLOs are not the same thing because they have different approaches and have different purposes. Grading usually involves assigning a letter to some assignment or class the student participated in. The grade tells you very little or nothing about what skills the student can perform. Grades also tell you nothing about how the student can improve. According to Sholars (2009),

It is very difficult to trace back the learning of specific skills from a general grade. For example, if a student earns a “B” in the course, it is not possible to determine which skills or topics within the course were grasped well by the student simply by looking at the grade the student earned. Different faculty members teaching the same course could vary in the way they measure the combination of the different skills to produce the grade. For instance, Professor A might count the research paper for that course as 20% of the student’s overall grade, while Professor B might count the research paper for that course as 15% of the student’s overall grade. If that same research paper was used to assess an SLO, the faculty would score the skills that the faculty determined important on a faculty-

developed rubric. The faculty would have been normed on the rubric. Consequently, a student could earn an “A” in the course, but have scored 3 out of 4 on a faculty-developed rubric.

It is not just faculty that should be aware of the skills attained by a student after an assignment, but also the student. Students should be assigned a grade on an assignment and also a score that pertains to the SLO. If the student is familiar with the rating scale on the rubric, and what skills each score represents for a particular SLO, the student would be aware of what skills he or she has attained and which have not yet been mastered.

[Therefore,] formative SLO assessment involves evaluating student performance with the aim of providing feedback that will enhance student learning through improved instruction. Formative assessment helps the student and the instructor to ascertain what has been learned and what still needs to be learned and thereby can improve both teaching and learning” (p.26).

Thus, student learning outcomes are more useful for helping students understand how to improve their performance in a class and in future classes. Data from SLO assessment also provides feedback to faculty about how to improve instructional practices in a current class and in subsequent classes. Grading and outcomes assessment need not conflict with each as both serve necessary functions. “Faculty who employ only grades or only outcomes assessment may be depriving their students of important feedback. For example, a composition instructor who reads a student essay and simply assigns a letter grade or score, or even one who offers brief, general written comments to the student, has done little to improve the student’s writing. More productive comments would target specific expectations or outcomes for the paper and explain to the student where and how those expectations have or have not been satisfied. Through such feedback students can advance their skills and enhance their understanding of the course material. Thus, grading and outcomes assessment both serve important though separate roles and rather than conflicting, these processes should work in tandem to provide the different levels of input necessary for complete and effective student evaluation.

4) How do I begin? (Writing SLO’s)

The fillable Course SLO Map form (Appendix A) provides space for the description of SLOs and linkages to measures and achievement targets. Additionally, the form allows for linkages between the SLOs and the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEOs).

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. (ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

Therefore, you should begin by examining at the specific course objectives listed in the Course Outline of Record (COR) for the particular course. You should then try combining 2 or 3 or more of them into one logical cohesive outcome that can be assessed.

For example, at LCC BUS 2 course has the following course objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.
10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Objectives 8, 9, and 10 could be combined and rewritten as: Students will demonstrate an understanding of contemporary business principles and practices.

The other objectives can be combined similarly to yield other student learning outcomes.

Phrases and Words to be AVOIDED: Below is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborated when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe	SHOW:	BECOME:
capacity	Appreciation for...	Acquainted with...
comprehend	Attitude of...	Adjusted to...
conceptualize	Awareness of ...	Capable of...
depth	Comprehension of...	Cognizant of...
experience	Enjoyment of...	Conscious of...
feel	Feeling for...	Familiar with...
hear	Interest in...	Interested in...
intelligence	Knowledge of...	Knowledge about...
know	Understand of...	Self-confident in...
listen		
memorize		

perceive realize see self-actualize		
--	--	--

Shopping List of VERBS: It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs listed below may be useful in constructing course objectives and student learning outcomes.

**A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise**

alter analyze appraise arrange attempt attend categorize change chart choose cite circle classify collect combine compare compile complete conclude consider contrast copy count criticize shorten structure tally	discover discriminate distinguish distribute document duplicate evaluate explain expand extend find follow formulate gather record relate reproduce return search signify sort suggest support underline signify switch tell	generate generalize identify imitate include indicate induce infer isolate itemize label list locate map mark match modify name note omit order organize paraphrase place simplify synthesize volunteer	plan point predict present propose provide question quote rearrange recall recombine reconstruct regroup rename reorder reorganize repeat rephrase restate restructure retell rewrite save select state systematize
--	--	---	--

General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

Analyzing Process Complexity: It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

I. Responding (simple specific responses)		
Example Verbs:		Example Outcome:
Circle	Imitate	“...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
Connect	List	
Define	Point	
Duplicate	Recall	
Find	Recognize	
Identify	Repeat	
Sort	State	
	Tell	
	Underline	
II. Elaborating (demonstrating comprehension)		
Example Verbs:		Example Outcome:
Classify	Locate information	“...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
Compute	Measure	
Discriminate	Paraphrase	
Explain briefly	Produce	
List reasons for		
III. Investigating (simple application of basic knowledge)		
Example Verbs:		Example Outcome:
Cite evidence for	Investigate	“...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
Find more about	Omit	
Gather data on	Order	
Illustrate		
IV. Analyzing (application of complex operations)		
Example Verbs:		Example Outcome:
Compare		“...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
Justify with logic and evidence		
Contrast		
Organize data in new forms		
Differentiate		
Interpret		

V. Concept Forming (developing simple original applications)	
<p style="text-align: center;">Example Verbs:</p> <p>Discover and document relationships Elaborate the concept of... Identify variables in Prove beyond a reasonable doubt</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”</p>
VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
<p style="text-align: center;">Example Verbs:</p> <p>Deduce Predict Extrapolate Reorganize Infer Synthesize Integrate Rank order on varied criteria</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.</p>
VII. Problem Solving (fully developed original contributions)	
<p style="text-align: center;">Example Verbs:</p> <p>Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”</p>

Bloom’s taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your SLOs.

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

5) Now SLOs are written, what do I do with them?

SLOs are specific measurable outcomes that are expected subsequent to a learning experience. Therefore, an **assessment tool** must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to tell you whether students can really do what the SLO states. According to the Guiding Principles for SLO Assessment (2010), Principle 1: “Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential” (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. According to Principle 1 in the Guiding Principles for SLO Assessment (2010), “This same principle applies not only to classroom instruction, but also to student support services, library services, and all other areas of a student’s academic experience” (p.9).

At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

6) What are the different types of assessments that I can use?

In *The Concept of Formative Assessment*, Boston (2002) offers the following explanation and definition of the concept of assessment: “Black and William (1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning” (p. 8).

There are many different modes of assessments: The following, though by no means exhaustive, is a list of some of the most common tools:

Table 1 *Common Assessment Tools*

Academic Direct Measures	Academic Indirect Indicators	Administrative Measures
Capstone Assignment	Advisory Board	Activity Volume
Comprehensives	Alumni Survey	Benchmarking
Internship Evaluations	Benchmarking	Climate/Environ
Licensure Exam	Curriculum	Discussions

Performance	Employer Survey	Doc. Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post Test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standard. Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Gov't Standards
Video/Audiotape	School Perform	Prof. Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

According to the Guiding Principles for SLO Assessment (2010):

If the term “assessment” refers to the process of collecting data, then “assessment results” are the data or evidence produced by this process. Such data need not always be quantifiable or measurable in numerical terms. Assessment results may take various forms, including not only quantitative data such as numerical or statistical scores but also qualitative evidence such as portfolios, narratives, performances, or other data that may be more dependent on observation than computation. Any information produced by assessment processes that can be used for analysis and improvement of student achievement and learning would fall under the category of assessment results (p. 8).

7) How do I know I have a good assessment tool for my SLOs?

This question is best answered by the Guiding Principles of SLO Assessment (2010) Principle 5: “SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty” (p.16).

Good assessment needs to simulate real world experiences and involve the application of critical thinking to tasks that approximate real world conditions like the workplace and other situations outside the classroom (Wiggins, 1990). Appropriate SLO assessment should not be simply a reproduction of information without context to anchor it. Authentic assessment is meaningful and involves application of knowledge and skills, not just simply memorization of information. The ACCJC’s 2012 SLO Rubric notes the importance of authentic assessment as an aspect of SLO proficiency: “Student learning outcomes and authentic assessment are in place for courses, programs, and degrees” (p. 5).

Faculty members also need to consider providing assessments at certain intervals of a course rather than just at the end. Such assessments are more useful because they can track student progress and provide more useful feedback to improve student learning. In other words, ongoing authentic assessment can improve the input that faculty provide to students as an aspect of instruction throughout their classes. As Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* states, “In classes, students need frequent opportunities to perform and receive suggestions for improvement” (para. 15).

Assessments should also be integrated into courses so they are non-obtrusive and as least disruptive as possible. Guiding Principles of SLO Assessment (2010), Principle 5 indicates, “Other, more formal assessment practices also might be developed as a part of the standard instructional program for a course. Assessment data can be collected from work students do as required course activities, projects, or assignments, requiring minimal additional course preparation or student performance” (p. 16). Faculty members can plan for such standards assessments in advance by incorporating them into their classes as part of the normal expectations for students in the course. This insures that SLO assessment will be as efficient and practical as possible

Furthermore, according to the Guiding Principles of SLO Assessment (2010), Principle 6 states, “Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs” (p.16).

8) Where do we collect the data?

At the end of each semester faculty submit the results of SLO Assessment, and steps taken as result of the assessment, within eight (8) District business days after the last day of finals. Data is submitted via an electronic, “End of Term Course Student Learning Outcomes Results” form (Appendix B).

Assessment criteria must be established for each SLO prior to collecting data. Assessment criteria refer to the percentage or ratio of questions answered correctly. For example, a multiple-choice test may require that 75% of the questions be answered correctly for the SLO to be met. Therefore the assessment criteria would be 75%. Assessment criteria can also be set for more complicated assignments like papers, projects, etc. by following a rubric.

An **achievement target** must also be set for each SLO before data is collected. The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the SLO. For example, a particular course might require that 80% of the students be successful when assessed for a particular SLO. Thus, for this particular SLO, 80% would be the achievement target.

9) What do we do with the data once it is collected?

Faculty need to take part in a discussion of the SLO results for their courses. All faculty who teach a particular course need to discuss the SLO results in order to decide whether they need to modify the SLO, the assessment tool, the assessment criteria, or the achievement target. More importantly, faculty members need to decide what the results mean for that particular course in order to modify it or improve it. Improvement plans involve consideration of planned changes that result from the review of SLO assessment results. Planned changes can include changes to the structure of an assessment or course, to the forms or other tools used as part of instruction, include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, requests for new equipment, etc. Improvement Plans include planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes. The Departmental Improvement Plan Brainstorming Form (Appendix C)

provides guidance and a means to capture the dialog and information needed to create robust Improvement Plan(s).

According to the Guiding Principles of SLO Assessment (2010), Principle 1 states,

Faculty are in direct contact with students, have the greatest knowledge and deepest understanding of the students' needs and abilities, and have the responsibility for developing and delivering the curriculum and course content, and therefore faculty can better understand the context of the data. By accepting and embracing their responsibility for SLO design and assessment, faculty will be in the best position to examine assessment data, ask questions about what the data suggest, and make appropriate changes to classroom and institutional practices in order to improve student learning (p.9).

10) Who should be involved in this process?

According to the Guiding Principles of SLO Assessment, (2010) Principle 2 states,

Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals. SLO assessment must involve full-time faculty members, part-time faculty members, staff, administrators, and anyone else directly or indirectly serving students. Faculty members need to take primary responsibility for developing SLOs, the assessments, analyzing data, and coordinating discussions. Part-time faculty members need to be involved as well as they are a majority of the faculty at most colleges. Faculty should be the ones making curricular decisions, especially those concerning how it can be changed and improved by using SLO data. Staff members also need to be involved. Staff members need to be involved in preserving data, maintaining and recording it, as well developing software tools and systems. Staff members are thus needed to support the entire SLO assessment process.

Discussion should also be held at the college level by faculty under the leadership of the academic senate. Instructional and student support service faculty should also be involved. According to the Guiding Principles of SLO Assessment (2010), Principle 2:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services Instructional and student support services faculty should not work in isolation from each other, but rather should collaborate and share information at all levels in order to more fully inform and strengthen the delivery of all aspects of a student's educational experience" (p.11).

There must also be assistance from college researchers to aid in the design and implementation of SLO instruments as well as evaluating their validity and applicability. Administrators also play an important role in the SLO process. Administrators need to support and facilitate the process. They need to make available sufficient staffing, technology, resources, compensation and other needs. Not only this, administrators must also support the SLO process through organization, scheduling, facilitating, coordinating, and encouraging, and approval of other necessary efforts to make the process more effective. According to the Guiding Principles of SLO Assessment (2010), Principle 2: "If the entire college is involved in assessment efforts, with each area or constituent group fulfilling its appropriate role while understanding and

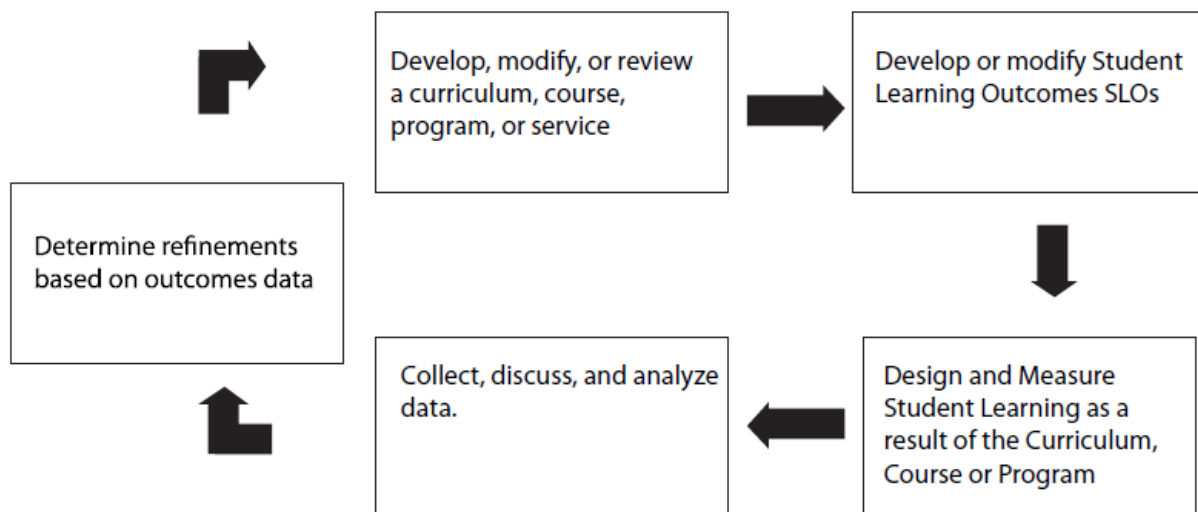
respecting the faculty’s primacy in SLO processes, all areas will be able to work cooperatively toward the common goal of serving students in the most effective ways possible” (p. 11).

11) Now that SLOs have been defined, assessment tools have been developed, data and action plans have been collected. Am I done?

No. The process is supposed to be ongoing and lead to “**continuous quality improvement**” of the courses, programs and services offered by the college. According to Principle 1 of the Guiding Principles of SLO Assessment (2010), “The purposes of student learning outcomes include assessing student achievement, evaluating the strength of courses and programs, and identifying instances in which instruction and student learning can be improved” (p.9). Furthermore, According to the Guiding Principles of SLO Assessment (2010), Principle 3 states, SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes”(p.10).

SLO assessment is not an end to itself but a vehicle for program and educational improvement. It needs to be an ongoing activity which uses current data to inform instructional practices. It should not be a periodic exercise that uses outdated assessments and data to inform current practices and decisions. The Academic Senate’s *SLO Terminology Glossary* (ASCCC, 2010) defines “**closing the loop,**” as:

Closing the Assessment Loop



The use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc. (p.4).

This requires a commitment by all people across all levels of the college. Faculty members are more likely to believe in the process and devote their effort if they feel it will lead to budgetary

decisions that will enhance students' educational experience. The college needs to make budget decisions that will support the projects and innovation that will lead to curriculum improvement. ACCJC emphasizes the importance of using assessment data as a basis for decision making throughout the college:

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement (ACCJC Standard I.B.4).

Colleges must therefore integrate SLO assessment into its program review. In other words, data from SLO assessment needs to inform the decision making reflected in program review. Programs need to be analyzed based on concrete information, thus making the program review process more data driven. This allows SLO assessment to connect logically and meaningfully to both short-term and long-term college planning. SLO data can inform decisions for improvement of programs, the setting of goals and implementation of strategies, as well as allocation of resources to address these needs. Programs can use concrete data to support their budgetary requests thereby making budget discussions more meaningful and better informed. The decision making process will tie resource allocation directly to the SLO process.

Guiding Principles of SLO Assessment (2010) suggests, "Perhaps the highest level at which SLOs and SLO assessment can be incorporated into the culture of a college is by connecting general education outcomes directly to the college vision, values, or mission (p.10). Colleges might want to revise their mission statement, if necessary, to make an obvious connection with its institutional learning outcomes. Institutional learning outcomes should also have an explicit connection with the general education outcomes.

12) Do SLOs remain the same once established or can we change them?

SLOs can be revised as needed. According to the Guiding Principles of SLO Assessment (2010), Principle 3, that states:

The process and the SLOs themselves must remain open to revision and adjustment. Student needs and curricular practices change, and colleges must continuously reflect on their practices and expectations in order to serve students as fully as possible. The job of SLO development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. For SLO data to be effective in informing decision making at all levels of the college, the SLO assessment process should be revised as necessary to reflect changes in the college's curriculum, needs, and culture (p.10).

13) Okay, we are continuously assessing student learning outcomes, revising them as needed, and using them to inform program review. Now are we done?

No. Program learning outcomes, general education outcomes, and institutional outcomes must also be developed. Program learning outcomes (PLOs) have been defined by Marshall (2013) as "Broadly inclusive statements that might be considered areas of competency within a given discipline or general area of competency within a GE program." PLOs must be developed for any sequence of courses that leads to a certificate or degree.

According to the Guiding Principles of SLO assessment (2010), Principle 4, “SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment” (p.15). The mapping of these outcomes needs to be thoughtful and involve dialogue among all necessary parties. This includes not only faculty, but also staff and administration. According to ASCCC (2010), “When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision” (p.1). Doing this makes the assessment process more practical and efficient. An example within Principle 4, presents a scenario, “If program outcomes are designed and mapped to reflect direct connections to the SLO s of the courses that comprise the program, then assessment of the program outcomes may be conducted using data provided through the process of course SLO assessment” (p. 15). This means SLO assessments, if appropriately designed and assessed, can double as program learning outcomes. Furthermore, program learning outcomes assessment need not incorporate data from every course that comprises the program. Certain programs that have mastery courses, where students master a skill that was introduced in previous courses, might choose to focus assessment at the courses where mastery occurs.

Assessment of general education and institutional outcomes requires a broader dialogue. The *SLO Terminology Glossary* (2010), states that institutional learning reflect “The knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience” (p.9). Thus, they combine expertise found in several areas or a combination of areas and not a single discipline. Institutional learning outcomes include those related to institutional effectiveness (degrees, transfers, productivity) as well as learning outcomes. Principle 4 reflects on the success of the process as;

Successful attainment of general education and institutional outcomes depends on the overall educational experience that is founded on the course and program level. If students do not achieve the expected outcomes at the course and program level, then they are also unlikely to attain the college-level outcomes. For this reason, colleges should work to establish explicit alignment between program outcomes and those at the general education and institutional level. If students are successful in achieving course and program level outcomes, and if those outcomes provide direct and clear connection to the general education outcomes, then assessment will once again be simplified and the overall educational experience of students will have greater coherence and will therefore be enhanced (p. 16).

14) Can results of SLO, PLO assessment be used against me?

No. According to Guiding Principles of SLO Assessment (2010, Principle 10: “SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.” (p.24). Alan Craig and Fulks (2007) support, “Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments” (p. 2). Thus, SLO assessment results would not be a true indicator of whether learning has taken place or whether the results should be used to improve the courses, programs, or services the college offers.

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APPENDIX A: Course SLO Map Form:



COURSE SUBJECT & NUMBER:

DATE REVIEWED:

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

Transfer

Economic/Workforce Development

Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
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Institutional Learning Outcomes
1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.
#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
#4. Personal/Interpersonal Responsibility- Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

General Education Student Learning Outcomes for Associate Degrees
#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.
#2. Explain and analyze relationships between science and other human activities.
#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

APPENDIX B: Program SLO Map



PROGRAM ID:

DATE LAST REVIEWED/UPDATED: 2/3/2021

PROGRAM TITLE: Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

FACULTY NAME(s): Brian Wolf

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PSLO 3
	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	Demonstrate an understanding of the basic methodologies of science.
AGR-1			
AGR-2			
AGR-10			
AGR-13			
AGR-20			
AGR-40			
AGR-41			

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

APPENDIX C: Departmental Improvement Plan Brainstorming Form

Departmental Improvement Plan Brainstorming Form*

Department: _____

Date of Discussion: _____

Course/Department SLO(s)/AUOs discussed (Example: ENGL 1, Financial Aid): _____

Semester(s) assessment data was collected (Example: Fall 2020): _____

Faculty/Staff involved in discussion and analysis:

What is discussion and analysis of this data telling you?

Questions faculty may consider include:

2. Do you see gaps in the outcomes data? If so, what is the cause?
3. Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
4. Do you see overall gaps in their instructional experience? If so, where?
 - Do you see gaps in the evaluation process itself? If so, why? How can that be improved?
 - Do you see other issues in the student's experience? – Timing of assessment leading to low percentage of students completing assessment? Unmet student needs impacting academic performance?

Provide a summary of the conversation leading to the improvement plan.

1-Write a brief description of the improvement plan to facilitate change, including semester improvement plan is anticipated to be implemented *:

2- Write an implementation description. (How will the improvement plan be set in motion? What steps are required to complete the action plan?)*:

3- Indicate the person(s) who will implement the improvement plan*:

4-Indicate any physical or financial resources needed, including estimated requested budget amount, if any (to be included in IPR or Annual IPR Update)*:

*This information is intended to aid in the development of Improvement Plans to be finalized when reporting End of Term Course Student Learning Outcomes

**Lassen College
Faculty Association
(LCFA)
and
Lassen Community
College District
(LCCD)**

**July 1, 2017
to
June 30, 2020**

*Collective Bargaining Agreement approved by the
Lassen Community College Board of Trustees
at their Regular Meeting November 13, 2018*

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Table of Contents


ARTICLE 1 – RECOGNITION	1
ARTICLE 2 – RIGHTS OF LCFA	2
ARTICLE 3 – PAYROLL DEDUCTIONS FOR LCFA DUES	4
3.1 Organizational Security	4
ARTICLE 4 – DISTRICT RIGHTS	7
4.1 Identification of Rights	7
4.2 Exercise of Rights	9
ARTICLE 5 – PERSONNEL FILES	10
ARTICLE 6 – EVALUATION AND TENURE PROCEDURE	12
6.1 Evaluation Schedule	12
6.2 Evaluation Teams	12
6.3 Evaluation Forms	12
6.4 Peer Evaluators	12
6.5 Evaluation Notice	12
6.6 Pre-Evaluation Conference	12
6.7 Instructional Evaluation Visits	13
6.8 Student Evaluations	13
6.9 Non-Instructional Evaluation Interview	13
6.10 Post-Evaluation Conference	13
6.11 Evaluation Recommendations	13
6.12 Evaluation Team Recommendation	14
6.13 Personnel File	14
6.14 Tenure Review Due Process	15
ARTICLE 7 – WORK LOAD	17
7.1 FTE Load	17
7.2 Instructional Faculty	18
7.3 Office Hours	21
7.4 Counselors	21
7.5 Distance Education Instruction	22
7.6 Special Assignments	23
7.7 Additional Assignments	24
7.8 Eleven and Twelve Month Contracts	24
7.9 Coaches of Intercollegiate Sports	24
7.10 Director of Academic Resources, Work Experience Coordinator	25
7.11 Division Chairs	26

5/20/19
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C
N
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7.12	Accreditation Chair	27
7.13	Lead Counselor	28
7.14	Director of Nursing	29
7.15	Minimum Qualification/Equivalency Liaison	30
7.16	Flex Development/Flex Activity (FD/FA) Chair	31
 ARTICLE 8 – LEAVES		32
8.1	Absences and Conditions Regulating Absences – General Provisions	32
8.2	Sick Leave	33
8.3	Use of Sick Leave for Personal Necessity	34
8.4	Industrial Accident or Illness Leave	35
8.5	Bereavement Leave	36
8.6	Jury Duty Leave	37
8.7	Military Leave	37
8.8	Leave without Pay	37
8.9	Maternity Disability Leave	37
8.10	Infant Child Care Leave	38
8.11	Sabbatical Leaves	38
8.12	Mini-Sabbatical Leaves	41
 ARTICLE 9 – SALARY		44
9.1	Faculty Salary Schedule-Initial Placement	44
9.2	Compensation	45
9.3	Overload Compensation	45
9.4	Compensation and Absences	45
9.5	Pay Periods	45
9.6	Compensation and PE Courses	46
9.7	Stipends	46
 ARTICLE 10 – HEALTH AND WELFARE BENEFITS		48
10.1	Premium Cost	48
10.2	Premium Cost Modifications	48
 ARTICLE 11 – LAYOFFS		50
11.1	General Provisions	50
11.2	Reduction of Faculty	50
11.3	Disciplines, Faculty Service Areas, Minimum Qualifications and Competency	50
11.4	Effects of Layoff	51
11.5	Extension of Health Benefits (COBRA)	51
 ARTICLE 12 – GRIEVANCE PROCEDURE		52
12.1	Purpose	52
12.2	Definitions	52
12.3	Regulations	52
12.4	Procedure	53

5/20/19
 1249
 C.M.
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ARTICLE 13 – MAINTENANCE OF OPERATIONS	56
ARTICLE 14 – PAST PRACTICES	57
ARTICLE 15 – SEVERABILITY	58
ARTICLE 16 – COMPLETION OF NEGOTIATIONS	59
16.1 The Agreement	59
16.2 Bargaining Restrictions	59
ARTICLE 17 – RESIGNATIONS	60
17.1 Letter of Resignation	60
17.2 Resignation Timeline	60
ARTICLE 18 – REDUCED WORK LOAD PROGRAM	61
18.1 Eligibility	61
18.2 Specifications	61
ARTICLE 19 – CALENDAR	63
19.1 Committee Membership	63
19.2 Committee Meetings	63
19.3 Calendar Timeline	63
19.4 Calendar Changes	63
ARTICLE 20 – SAFETY CONDITIONS OF EMPLOYMENT	64
ARTICLE 21 – ACADEMIC FREEDOM	65
21.1 Policy	65
21.2 Application	65
21.3 Harassment	65
21.4 District Restraint	65
21.5 Declaration of Purpose	65
21.6 Specifications	65
21.7 Intellectual Property Rights	65
ARTICLE 22 – GENERAL PROVISIONS	66
22.1 Complete Understanding	66
22.2 Individual Contracts	66
22.3 No Reprisals	66
22.4 Agreement Form	66

5/20/19
 RSD
 CN


ARTICLE 23 – NON-DISCRIMINATION	67
23.1 Non-Discrimination	67
23.2 ADA Application	67
ARTICLE 24 – ADJUNCT FACULTY	68
24.1 Assignment	68
24.2 Seniority	68
24.3 Office Hours for Adjunct Instructors	69
24.4 Evaluation	70
ARTICLE 25 – DURATION AND REOPENERS	71
APPENDIX A	73
Faculty Salary Schedule	73
APPENDIX B	75
Definitions*	75
APPENDIX C	78
Tenure Standards	78
A. Tenure Standards for Lassen College	78
B. Suggested Standards for Tenure (at the end of four (4) years):	78
C. Suggested Standards for Early Tenure (at the end of two (2) years).	79
D. Suggested Standards for Early Tenure (at the end of one (1) year).	79
E. Additional Requirements for the Granting of Early Tenure	79
APPENDIX D	80
Overload Calculation Guidelines	80
Hour and FTEF Equivalency Table	81
APPENDIX E	82
Division Chairs and Lead Counselor Selection Process	82
APPENDIX F	84
Faculty Evaluation Forms	84

5/20/19
RCS
CN


Form A-1 Full-Time Faculty Self-Evaluation including Professional Responsibilities	87
Form A-2 Full-Time Instructional Faculty Materials Review	88
Form A-3 Full -Time Instructional Faculty Classroom Visitation	90
Form A-3C Full-Time Instructional Faculty Correspondence Packet Review	91
Form A-3N Full-Time Instructional Faculty Online Site Visit	93
Form A-4 Full-Time Instructional Faculty Student Survey-Classroom	95
Form A-4C Full-Time Instructional Faculty Student Survey-Correspondence	97
Form A-4N Full-Time Instructional Faculty Student Survey – Online	99
Form B Adjunct Instructional Faculty Evaluation Certificate of Completion/Recommendation	101
Form B-1 Adjunct Instructional Faculty Self-Evaluation including Professional Responsibilities	102
Form B-2 Adjunct Instructional Faculty Materials Review	103
Form B-3 Adjunct Instructional Faculty Classroom Visitation	105
Form B-3C Adjunct Instructional Faculty Correspondence Packet Review	106
Form B-3N Adjunct Instructional Faculty Online Site Visit	108
Form B-4 Adjunct Instructional Faculty Student Survey-Classroom	110
Form B-4C Adjunct Instructional Faculty Student Survey-Correspondence	112
Form B-4N Adjunct Instructional Faculty Student Survey - Online	114
Form C Full-Time Non-Instructional Faculty Evaluation Certificate of Completion/Recommendation	116
Form C-1 Full-Time Non-Instructional Faculty Self-Evaluation including Professional Responsibilities	117
Form C-2 Full-Time Non-Instructional Faculty Evaluation	118
Form C-4 Full-Time Non-Instructional Faculty Student Survey	119
Form D Adjunct Non-instructional Faculty Evaluation Certificate of Completion/Recommendation	121
Form D-1 Adjunct Non-Instructional Faculty Self-Evaluation including Professional Responsibilities	122
Form D-2 Adjunct Non-Instructional Faculty Evaluation	123
Form D-4 Adjunct Non-Instructional Faculty Student Survey	124
APPENDIX G	126
Miscellaneous Forms	126
APPENDIX H	127
Intellectual Property Rights	127

5/20/19
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Article 1 – Recognition

- 1.1 The Governing Board of the Lassen Community College District hereby recognizes the Lassen College Faculty Association, CTA/NEA (“LCFA”), as the exclusive representative, within the meaning of Government Code Section 3540.1 (e), of: all full-time and adjunct faculty members, including, but not limited to, instructors, counselors, Director of Academic Resources, and categorical non-tenure track, and tenure track less than one-hundred percent (100%) pursuant to the determination of the Public Employees Relations Board.
- 1.2 The Board agrees not to meet and negotiate with any organization other than LCFA concerning matters with respect to which LCFA is the exclusive representative and agrees not to negotiate individually with any member of the bargaining unit on such matters during the term of this Agreement.
- 1.3 LCFA recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board or its duly authorized representatives. LCFA further agrees that neither it nor any of its members or agents will attempt to negotiate privately or individually with the Board, where the Board has authorized a representative to act in its behalf, nor with any individual Board member, administrator, or other person not designated by the Board as its representative.
- 1.4 LCFA agrees that neither it nor any of its members or agents will attempt to represent, in any negotiations or grievances, the interests of anyone other than members of the unit described in Paragraph 1.1 of this Article.

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Article 2 – Rights of LCFA

- 2.1 Each member of the LCFA shall be entitled to payroll deduction for membership dues to the LCFA. Additional deductions shall be remitted by the District in accordance with law or mutual agreement of the parties.
- 2.2 The LCFA shall have the right of access at reasonable times to areas in which employees work, the right to use District bulletin boards, mailboxes, and other means of communication, and the right to use District facilities and equipment, where there are no conflicts with other District priorities and in no way violates California Education Code Section 7054. Any use which results in a direct additional cost to the District will be reimbursed by LCFA.
- 2.3 The LCFA shall be entitled to a representative at all Board of Trustee meetings and shall be allowed to speak on any item on any agenda in accordance with existing District rules. LCFA shall receive District agendas and minutes at the same time as such are made available to the Board.
- 2.4 The District shall provide a rationale for the rejection or partial rejection of any LCFA proposal.
- 2.5 Upon written request of LCFA, the District shall provide any public information concerning items affecting the bargaining unit, including but not limited to: financial reports and audits; rosters of all personnel; tentative budgetary requirements; allocation of state and federal funds; student enrollment data; names, telephone numbers and addresses of employees assigned to the unit; and such other information as well as assist the LCFA in developing and maintaining programs on behalf of the faculty and students, together with information which may be necessary for the LCFA to process any grievance or complaint. Telephone numbers and addresses of employees assigned to the unit shall not be provided if the employees request, in writing to the District, that their telephone numbers and addresses not be released.
- 2.6 Designated representatives of the District and the LCFA shall meet on a mutually agreed upon date, place, and time for the purposes of reviewing the administration of the agreement in force and resolving any problems that may arise. Each party may submit an agenda for discussion.
- 2.7 Each month the District shall remit the dues deducted for LCFA membership, along with an alphabetical list of unit members for whom such deductions have been made, to Lassen College Faculty Association. For unit members placed on administrative leave, without salary, the District shall continue to remit the unit member's dues to LCFA.

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- 2.8 LCFA shall provide the Superintendent/President the names of the recognized LCFA representatives who are authorized to discuss organizational matters affecting unit members.
- 2.8.1 LCFA representatives shall have access to unit members for LCFA business during times other than unit members' hours of service. In no event shall an LCFA representative or unit member interrupt or interfere in any way with regular unit work.
- 2.9 After the execution of this Agreement, the District will prepare a final draft of the Agreement and make it available to LCFA. The District will duplicate the Agreement and provide a copy to each unit member.

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Article 3 – Payroll Deductions for LCFA Dues

3.1 Organizational Security

It is the intent of the parties to implement the fair share service fee provisions of Government Code Section 3546, Dues and Service Fee Deductions

- 3.1.1 **Exclusive Rights to Membership Dues and Service Fees.** LCFA shall have the sole and exclusive right to have membership dues and service fees deducted from wages paid by the District to employees in the bargaining unit.
- 3.1.2 **Dues Deduction.** The District shall deduct LCFA dues based on fees assessed by CTA from the wages of all unit members who are members of LCFA on the date of the execution of this agreement, and who have submitted dues authorization forms to the District, or who, after the date of execution of this agreement, become members of LCFA and submit to the District a dues authorization form.
- 3.1.3 **Maintenance of Membership.** Unit Members who are members of LCFA on the effective date of this agreement, or who become members of LCFA during the term of this agreement, shall maintain their membership in LCFA during the term of this agreement; or, in the alternative, the District shall deduct from the salaries of such unit members a service fee as set forth in Article 3.1.4.
- 3.1.4 **Maintenance of Membership.** Pursuant to Government Code Section 3546(a), upon written request from LCFA, employees in the bargaining unit who are not members of LCFA as of July 1, 2001, and employees who hereafter come into the bargaining unit, shall either apply for membership and execute an authorization for dues deduction on a form provided by LCFA, or in the alternative the District shall deduct from the salaries of such unit members a service fee equal to the LCFA Dues (consistent with Education Code 45168 and 45061) and payable to LCFA for the representational duties required under the Educational Employment Relations Act.
- 3.1.5 **Religious Objections**
- 3.1.5.1 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or paying service fees to employee organizations shall not be required to join and maintain membership in, or pay service fees to LCFA as a condition of employment. However, such unit member shall be required, in lieu of a service fee required by

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this agreement, to pay sums equal to such service fee to one of the following non-religious, non-labor organization, charitable funds exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code:

- (a) Lassen Community College Faculty Scholarship Fund
- (b) Ronald McDonald House
- (c) Lassen County United Way
- (d) Shasta, Trinity, Lassen Red Cross

3.1.5.2 Any unit member claiming this religious exemption must file a written request for exemption with LCFA. If the request is granted, the unit member shall, as a condition of continued exemption from the requirement of paying service fees to LCFA, furnish LCFA with copies of receipts from the charity selected as proof that such payments have been made, or shall authorize payroll deduction of such payments.

3.1.6 **Effective Date for Payment of Dues and Fees.** A unit member shall be obligated to pay dues or service fees to LCFA as of the first paycheck after the employee first comes into the bargaining unit.

3.1.7 **Payments to LCFA.** The District shall pay CTA dues directly to CTA within twenty (20) days of the deduction of all sums deducted. Along with each monthly payment to CTA, the District shall furnish LCFA with a list of all unit members indicating the amount deducted. If there are any LCFA locally assessed dues, those will be paid directly to LCFA within twenty (20) days of the deduction of all sums deducted.

3.1.8 **Notice to Employees.** LCFA will furnish all service fee payers with an adequate explanation of the basis for the fee and the calculation of that portion of the fee which is chargeable to activities related to collective bargaining. LCFA will provide all service fee payers with a reasonably prompt opportunity to challenge this calculation before an impartial decision maker and will deposit into an interest-bearing escrow account all amounts reasonably in dispute while such challenges are pending. Such actions shall be in accordance with all Public Employment Relations Board and all other legal requirements.

3.1.9 **Indemnification and Holding Harmless**

3.1.9.1 LCFA agrees to reimburse the District, its officers and agents for reasonable attorney's fees and legal costs incurred after notice to LCFA in defending against any court or administrative action

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challenging the legality of the organizational security provisions of the agreement or implementation thereof.

3.1.9.2 LCFA agrees to reimburse the District, its officers and agents for any award or compromise of damages or liability arising out of any court or administrative action challenging the legality of the organizational security provisions of this agreement or the implementation thereof, provided the District has complied with the terms of this Article and has promptly notified LCFA of its awareness of such an action.

3.1.9.3 LCFA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

3.1.10 Direct Payment. Nothing contained herein shall prohibit a unit member from paying service fees directly to LCFA. The District shall immediately notify the LCFA chapter treasurer if any member of the bargaining unit revokes a dues, service fee or payment in-lieu of service fee deduction authorization.

3.1.11 Grievability. This Article shall not be subject to the arbitration of the grievance procedure.

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Article 4 – District Rights

4.1 Identification of Rights

The Board, on its own behalf, and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws, Constitution of the State of California, and the Constitution of the United States, including, but without limiting the generality of the foregoing, the exclusive right and power to determine, implement, supplement, change, modify or discontinue, in whole or in part, temporarily or permanently, any of the following and the effects thereof:

- 4.1.1 The legal, operational, geographical, and organizational structure of the District, including the chain of command, division of authority, organizational divisions and subdivisions, departments, reassignment of work within the unit, external and internal boundaries of all kinds, and advisory commissions and committees;
- 4.1.2 Divisions will be established and modified by the District in consultation with LCFA and faculty involved.
- 4.1.3 The financial structure of the District, including all sources and amounts of financial support, income, funding, taxes and debt, and all means and conditions necessary or incidental to the securing of same, including compliance with any qualifications or requirements imposed by law or by funding sources as a condition of receiving funds; all investment policies and practices; all budgetary matters and procedures, including the budget calendar, the budget formation process, accounting methods, fiscal and budget control policies and procedures, and all budgetary allocations, reserves, and expenditures apart from those expressly allocated to fund the wage and benefit obligations of the Agreement;
- 4.1.4 The acquisition, disposition, number, location, types, and utilization of all District properties, whether owned, leased or otherwise controlled, including all facilities, grounds, parking areas, and other improvements, and the personnel, work, service, and activity functions assigned to such properties;
- 4.1.5 Matters involving District operation and the creation, maintenance, modification and/or removal of all facilities and equipment; the scheduling of operations, the means, methods and processes of operations; the materials to be used; new or improved methods and facilities; the kinds and levels of services to be provided;

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- 4.1.6 All services to be rendered to the public; the nature, methods, quality, quantity, frequency, and standards of service, and the personnel, facilities, vendors, supplies, materials, vehicles and equipment to be used in connection with such services; the subcontracting and the effects of subcontracting for any and all goods and services, not previously performed by unit members.
- 4.1.7 The selection, utilization, assignment, and reassignment of personnel not covered by this Agreement including, but not limited to substitutes, casual and short-term personnel; consultants; students; confidential, supervisory and management personnel; and other non-classified personnel;
- 4.1.8 The educational policies, procedures, objectives, goals, and programs, including those relating to curriculum, course content, textbook selection, educational equipment and supplies, admissions, attendance, transfers, advancement, guidance, grading, testing, records, health and safety, conduct, discipline, transportation, food services, racial and ethnic balance, extra-curricular activities, and emergency situations, and the substantive and procedural rights and obligations of students, parents, teachers, other personnel, and the public with respect to such matters;
- 4.1.9 The decisions and procedures for selection, classification, reclassification, direction, promotion, demotion, discipline, and termination of all unit members; staffing patterns; the number and kind of personnel required; affirmative action and equal employment policies and programs to improve the District's utilization of women and minorities; the assignment of unit members to any location (subject only to the express terms of the Agreement regarding transfers), and also to any facilities, functions, activities, departments, tasks or equipment; and the determination as to whether, when and where there is a job opening;
- 4.1.10 The title and content of job classifications, reclassification, specifications and descriptions;
- 4.1.11 The duties and standards of performance for all unit members, and the determination whether any unit member performs such duties and meets such standards subject only to the express terms of Article 6 ;
- 4.1.12 The dates, times, and hours of operation of District facilities, functions, and activities;
- 4.1.13 Safety and security measures for students, the public, employees, properties, facilities, vehicles, materials, supplies, and equipment,

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including the various rules and duties for all personnel including unit members with respect to such matters;

- 4.1.14 The rules, regulations, and policies for all employees, students, and the public, subject only to clear and explicit limitations contained in this Agreement;
- 4.1.15 The termination or layoff of unit members and the effects thereof as the result of the exercise of any of the rights enumerated above or as a result of the exercise of any of the rights of the District not limited by the clear and explicit language of this Agreement;
- 4.1.16 The establishment of contract education programs pursuant to Education Code Sections 78020-78023;
- 4.1.17 The administration of all health and benefit plans for unit members and retired unit members, and the manner and method of funding such plans;
- 4.1.18 The right to amend, modify, or rescind the provisions of this Agreement in the event of an emergency. However, in the event of an emergency, the impairment of contractual rights must be for a period of time which is reasonable in light of all of the circumstances, there must not be an acceptable less severe method available, and the action must be appropriate to the situation involved.

4.2 Exercise of Rights

The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules and regulations, and practice in the furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms are in conformance with federal and state law. The exercise of any right reserved to the District herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of the District's right or preclude the District from exercising the right in a different manner.

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Article 5 – Personnel Files

- 5.1 There shall be only one personnel file for each unit member maintained by the Office of Human Resources.
- 5.2 Complaints will be substantiated by the District. No information proven to be false or inaccurate shall be placed/retained in a unit member's personnel file.

The following provisions shall be applicable to complaints against unit members.

- 5.2.1 The District shall notify a unit member in the event it intends to investigate a complaint. If an investigation is initiated, the unit member shall be afforded the opportunity to respond to all allegations and shall have the right to LCFA representation.
- 5.2.2 The unit member shall be advised of the outcome of the investigation. No complaint will be utilized by the district unless substantiated. No information proven to be false or inaccurate shall be placed/retained in a unit member's personnel file.
- 5.2.3 This section shall not apply to complaints filed under existing policies and procedures, including but not limited to, the district's sexual harassment policy, Section 504 policy, and complaints made to the Chancellor of the California Community Colleges.
- 5.3 Unit members shall be provided a copy of derogatory written material before such material is placed within their personnel files. After ten (10) district business days, the document will become part of the personnel file. Unit members have the right to attach a written response prior to placement of the document in the file or any time thereafter.
- 5.4 A unit member or his/her authorized representative, designated in writing, shall have the right, during the District office business day, to examine all materials contained within the member's personnel file except those items which were obtained prior to employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination. Advance appointments for examination shall be required and scheduled with the Office of Human Resources.
- 5.5 LCFA agrees to indemnify and hold harmless the District from any and all claims, demands, or suits or any other action arising from an authorized LCFA's representative's examination of the personnel file.

5/20/19
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- 5.6 Personnel files are confidential and are available for review only to those persons having a right or authorization to inspect. The Director of Human Resources will maintain and have available the list of authorized individuals. Those persons having authorization to inspect the personnel files shall sign and date the personnel files when reviewed.
- 5.7 The District shall have a representative present when any personnel file is examined.

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Article 6 – Evaluation and Tenure Procedure

6.1 Evaluation Schedule

Faculty will be evaluated in accordance with the following schedule:

6.1.1 Contract faculty (non-tenured, probationary) shall be evaluated annually. Evaluations will be completed prior to January 31 each year. Exceptions to any of the timelines will be made in consultation with the appropriate Educational Administrator and the LCFA.

6.1.2 Regular tenured faculty shall be evaluated once every three (3) years.

6.1.3 Unit members who are temporary (non-tenure track) will be evaluated annually during the first four years of employment and every third year thereafter.

6.2 Evaluation Teams

Teams will be composed of two (2) peer evaluators, the appropriate Educational Administrator and the faculty member to be evaluated.

6.3 Evaluation Forms

Forms for full-time instructional faculty (the “A” series of forms), the adjunct instructional faculty (the “B” series of forms), the non-instructional faculty (the “C” series of forms) and adjunct non-instructional faculty (the “D” series of forms) are an inseparable part of this contract and shall be contained in Appendix F. The evaluation standards are contained in Appendix C.

6.4 Peer Evaluators

Evaluators will be appointed by the appropriate Educational Administrator in consultation with the faculty member. A faculty member whether assigned as a peer evaluator or undergoing evaluation may appeal to the appropriate Educational Administrator to change any appointed evaluator.

6.5 Evaluation Notice

The appropriate Educational Administrator will forward a written notice to the faculty member by the third week of the semester of an upcoming evaluation and pre-evaluation conference. The notice shall be given to the faculty member at least two (2) weeks prior to the pre-evaluation conference. The faculty member will be required to provide a self-evaluation including professional responsibilities, and for instructional faculty, syllabus, and class materials for the class(es) to be evaluated at the pre-evaluation conference.

6.6 Pre-Evaluation Conference

A pre-evaluation conference should be scheduled by the appropriate Educational Administrator for the members of the evaluation team no later than the tenth week

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of the semester. The purpose of the pre-evaluation conference is to review the evaluation process, review the certification of completion/recommendations form from the previous evaluation if available, arrange classroom visits, distribute the self-evaluation including professional responsibilities and the syllabus/handout materials for the class(es) to be evaluated, as appropriate.

6.7 Instructional Evaluation Visits

Classroom visits will be conducted for instructional faculty and will occur no later than the twelfth week of the semester. Each evaluator will visit a minimum of one (1) class and complete a classroom visitation document.

6.8 Student Evaluations

Evaluations shall be summarized under the direction of the appropriate Educational Administrator and furnished to the evaluation team.

6.8.1 For instructional faculty, students in three different classes will be evaluated. With the instructor not present, an evaluator will supervise the distribution and collection of student evaluations. Students will be advised that the instructor will be given a confidential summary of the results. Faculty members will be given the summary prior to the day of the post-evaluation conference.

6.8.2 For counselors, Director of Academic Resources, and other non-instructional faculty, each evaluator will supervise random student evaluations whenever possible.

6.9 Non-Instructional Evaluation Interview

Counselors, Director of Academic Resources, and other non-instructional faculty will be interviewed by each evaluator to discuss work performance. The results of the interview will be a narrative written by the evaluators collectively.

6.10 Post-Evaluation Conference

The evaluation team will meet as a follow-up to the classroom visits or interviews. Post-evaluation conferences will be held prior to finals week. Team members minus the faculty member being evaluated will review the results, comments, and recommendations to be included on a certification of completion/recommendations document. The faculty member being evaluated will join the other team members for discussion of results, comments, commendations and recommendations. The administrator will provide the completed certification of completion/recommendations form to the faculty member and the evaluators for signature.

6.11 Evaluation Recommendations

The evaluation will include a recommendation with the Certification of Completion/Recommendation form for all faculty:

5/20/19
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- 6.11.1 In the case of a first year probationary faculty member; the recommendation must award a second contract, grant tenure or terminate employment for the succeeding academic year.
 - 6.11.2 In the case of a second year probationary faculty member, the recommendation must award a third contract (for the next two academic years), grant tenure or terminate employment for the succeeding academic year.
 - 6.11.3 In the case of a third year probationary faculty member, the recommendation must be a continuation of the contract, grant tenure, or termination of employment at the end of the contract.
 - 6.11.4 In the case of a fourth year probationary faculty member, the recommendation must grant tenure or terminate employment for the succeeding academic year. (See Appendix C.)
- 6.12 Evaluation Team Recommendation
The evaluation team's recommendation concurring reemployment/tenure will be determined by majority vote of the evaluation team (exclusive of the evaluatee) for non-tenured contract faculty.
- 6.12.1 The evaluation team's recommendation will be forwarded by the appropriate Educational Administrator to the Academic Senate which, in closed session, will validate the process as described in Article 6.1.4 and then forward its recommendation to the Superintendent/President who will forward a recommendation to the District Board.
 - 6.12.2 If the evaluation team, Academic Senate and/or the Superintendent/President have differing recommendations, the parties will meet together to discuss their concerns. If these concerns are not resolved, each recommendation will be forwarded to the Board.
- 6.13 Personnel File
The following will be submitted as a permanent evaluation record for inclusion in the faculty member's personnel file.
- 6.13.1 Self-Evaluation including Professional Responsibilities
 - 6.13.2 The evaluation team's review of relevant documents, self-evaluation including professional responsibilities.
 - 6.13.3 The evaluation team's summary of student evaluations for instructional faculty or summaries of random sample student evaluations for non- instructional faculty.

5/20/19
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- 6.13.4 Classroom visitation, review of correspondence packet or review of online site visit documents, for instructional faculty.
- 6.13.5 Narrative of interview completed by the evaluator for non-instructional faculty.
- 6.13.6 Certification of Completion/Recommendation document and subsequent recommendations.
- 6.13.7 Documentation of Board action for probationary faculty.

6.14 Tenure Review Due Process

In the event that a probationary faculty member, evaluation committee member or other unit member alleges that a due process complaint should be filed, the Academic Senate will appoint one tenured faculty member, the LCFA will appoint one tenured faculty member, and the Superintendent/President will appoint the appropriate Educational Administrator to serve as the Chair of the Tenure Review Due Process Panel. The Due Process Panel shall exist to act as a hearing body to hear such complaint.

- 6.14.1 A complaint may be so filed if it alleges that a probationary faculty member is being subjected to biased treatment during the tenure review process.
- 6.14.2 The Due Process Panel shall not be responsible for the substantive issues involving recommendations to grant or deny tenure.
- 6.14.3 The due process complaint shall be filed in written form with the Superintendent/President.
- 6.14.4 The due process complaint shall be filed no later than ten (10) working days after the post evaluation conference.
- 6.14.5 The Chair shall convene the panel.
- 6.14.6 The party filing the complaint shall provide the panel with a written statement specifying the alleged bias or procedural violation. The panel shall examine the complaint(s); meet with the members of the Evaluation Committee and, if appropriate, with others who are directly involved in the complaint; and confer with the respective probationary faculty member. The Due Process Panel shall not be required to conduct a “trial type” evidentiary hearing.
- 6.14.7 All discussions and deliberations shall be held in strict confidence. It is understood that unsigned material will not be considered. Any

5/20/19
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person against whom allegations are made within the due process procedure has a right to examine the allegation and to respond accordingly.

- 6.14.8 The Due Process Panel shall, within ten (10) working days following the filing of a complaint, render its findings and recommendations in a written report to the Superintendent/President. A copy of the report shall be given to the probationary faculty member and a copy to each member of the Evaluation Team.
- 6.14.9 The Superintendent/President shall, within ten (10) working days of receipt of the report, consider the recommendation(s) contained in the report and provide a written response to the probationary faculty.
- 6.14.10 Use of this process precludes use of Article 12 “Grievance Procedure” for alleged violations of the Evaluation and Tenure Article, Article 6.

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Article 7 – Work Load

7.1 FTE Load

Each unit member shall provide professional services corresponding to one (1) full-time equivalent faculty (FTEF) load per semester.

7.1.1 Lecture Hour – a lecture hour shall consist of fifty (50) minutes of formal lecture per week per academic semester. Each lecture hour shall equal one (1) contact hour.

7.1.2 Laboratory Hour – a laboratory hour shall consist of fifty (50) minutes of laboratory instruction per week per academic semester. Each laboratory hour shall be equal to three-quarters (0.75) of a contact hour.

7.1.3 Contact Hours – a contact hour is defined as the amount of time (50 minute periods) the unit member spends in each of his/her classes.

7.1.3.1 Full-time Equivalent Faculty (FTEF) Load – A faculty (FTEF) teaching load is defined as instructing:

7.1.3.1.1 Fifteen (15) contact hours each week (Lecture Only) per semester, or

7.1.3.1.2 Twenty (20) contact hours each week (Laboratory Only) per semester, or

7.1.3.1.3 A prorated combination of item 7.1.3.1.1 and item 7.1.3.1.2 above.

7.1.4 Class Size

7.1.4.1 Minimum Course Enrollments

<u>Instructor</u>	<u>Course</u>	<u>Students/Section</u>
Adjunct instructor	Credit Course	12
Adjunct instructor	Non-Credit	20
Full-time-overload	Credit	12
Full-time-overload	Non-credit	20
Full-time-normal load	Credit	17
Full-time-normal load	Non-credit	49

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7.1.4.2 **Maximum Course Enrollments (Maximum Class Size) –** Regardless of delivery modality, the maximum class size shall be limited to 35 students per section. Furthermore, face-to-face classes shall be limited by available seats, by laboratory stations, by the size of the activity room and by safety concerns and/or limitations.

7.1.4.3 The maximum course enrollment of 35 shall not be exceeded unless mutual agreement is reached between the District and LCFA.

7.1.4.4 In response to the Student Success Initiative, class enrollment in Mathematics courses will be limited to 24 in Math 40 and any basic skills classes up to, and including, Math 60.

7.1.5 By mutual agreement between the appropriate Educational Administrator and the faculty member, an assignment in one semester having less than a 50% load may be followed the next semester by an assignment that yields a two semester total of 100%.

7.1.6 Unit members shall be afforded an opportunity to request and perform additional instructional activities in excess of their normal Faculty (FTEF) Load. Each additional overload class, however, will be required to meet minimum course enrollment.

7.1.7 Overloads may not be required by the District without the consent of the Unit Member. Overload will be paid at the hourly overload rate. (See Appendix A.)

7.1.8 Lecture Contact Hours shall be counted first in determining unit members normal Faculty (FTEF) Load. Sample calculations of overload contact hours are in Appendix D.

7.1.9 The appropriate Educational Administrator shall, in consultation with the Unit Member and the Division Chair, be responsible for determining instructional assignments. The District shall have the final right of assignment.

7.2 Instructional Faculty

The responsibilities of instructional faculty cover a thirty-seven and one-half (37.5) hour week. The work year for instructional unit members, unless otherwise indicated by this contract, shall be one hundred sixty-eight (168) instructional days, seven (7) flex days, and two (2) days for in-service, as designated by the District in consultation with the LCFA. When full-time faculty member assignments are in programs that are scheduled apart from the approved academic calendar (e.g., Nursing scheduled for trimesters) or assigned classes that are scheduled in a non-traditional manner [e.g., GSS classes scheduled for

5/20/19
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eight (8) hours/day for just five (5) days], the District in consultation with LCFA and affected members, shall prepare an equivalency agreement to ensure that the unit member(s) comply with the above requirements and ensure that the unit member(s) are not required to work more than the above requirements.

Such responsibilities include, but are not limited to, the following:

- 7.2.1 Meeting with classes as scheduled by the appropriate Educational Administrator.
- 7.2.2 Writing and updating course outlines of record. This should be done in cooperation with other unit members who teach in the same subject area.
- 7.2.3 Teaching classes in accordance with the intent of the college catalog and with the objectives and content of the course outline of record.
- 7.2.4 Providing a current syllabus which is consistent with the course outline of record to all students for each class. A course syllabus for each course taught shall be filed by the unit member with the appropriate Educational Administrator within one week of the first meeting of the class.
- 7.2.5 Reviewing, in cooperation with other faculty in the same subject area, textbooks, required reading, workbooks, and other materials.
- 7.2.6 Maintaining accurate and current records of student attendance and student achievement in accordance with District procedures.
- 7.2.7 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.
- 7.2.8 Serving on standing and ad hoc committees, as assigned by the Academic Senate.
- 7.2.9 Supervising the care and maintenance of equipment provided for student use in classes.
- 7.2.10 Attending graduation ceremonies.
- 7.2.11 Fulfilling flex obligation.
- 7.2.12 Participating in and completing Instructional Program Review.

5/20/19
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- 7.2.13 Reporting absences to the appropriate Educational Administrator.
- 7.2.14 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, scheduling of the classified staff, and expectations of the classified staff. As a result of the meeting, the supervising manager will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.
- 7.2.15 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.
- 7.2.16 Submitting grade rosters to the Registrar's office within five (5) District business days after the last day of finals and completing all attendance rosters and other administrative forms as scheduled.
- 7.2.17 Participating in Student Learning Outcome (SLO) Assessment to include the:
 - 7.2.17.1 Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of the class.
 - 7.2.17.2 Implementation of the assessment method as indicated on the SLO Plan for each class, and
 - 7.2.17.3 Submission of the (a) results of the assessment method and (b) steps taken as result of the assessment within eight (8) District business days after the last day of finals.
 - 7.2.17.4 Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).
- 7.2.18 Participating in the use of the Electronic Early Alert System as appropriate.

This section covers all types of existing progress reports (e.g. EOP&S monthly student progress reports and athletic eligibility reports) and any subsequent reports that may arise during the duration of this contract.

1. Faculty may report underperforming students on an as-needed basis as determined solely by the faculty member.

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2. Faculty may complete the negotiated form and submit to counseling.
3. An early alert only recognizes the student's inability to meet minimum standards.
4. Faculty may report students that are not meeting minimum standards of attendance and minimum standards for academic work to the designated early alert counselor.
5. The Faculty and the District agree that participation in early alert is not an evaluation tool for faculty performance.
6. Each early alert notification will be opened by the assigned academic counselor, addressed by the academic counselor using their professional judgement, and finally each early alert notification will be closed by the assigned academic counselor.

7.3 Office Hours


Instructional unit members shall schedule five (5) on-campus office hours per week. The schedule will be posted in close proximity to the unit member's office.

- 7.3.1 An office hour is fifty (50) minutes.
- 7.3.2 The appropriate Educational Administrator shall review and approve unit member's office hour schedule and make changes as may be required by student need after consultation with the unit member.
- 7.3.3 Unit members shall then attend scheduled office hours for the purpose of student contact.
- 7.3.4 Office hours shall be posted and filed with the appropriate Educational Administrator within one week after the first day of each semester.

7.4 Counselors

The responsibilities of counselors represent a work year of one hundred ninety (190) days, seven (7) flex days and two (2) days for in-service. Specific work days will be scheduled by the District in consultation with the unit member. The counselors shall have a thirty-seven and one-half (37.5) hour week including thirty-five (35) hours as scheduled by the District, with duties that include but are not limited to the following:

- 7.4.1 Providing academic, vocational and personal counseling to students on an individual basis.
- 7.4.2 Providing group counseling for the accomplishment of specific objectives.
- 7.4.3 Assisting in the planning and implementation of registration.
- 7.4.4 Providing guidance in immediate and long range program planning.

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- 7.4.5 Administering and interpreting tests.
- 7.4.6 Counseling students with low scholastic achievement.
- 7.4.7 Providing occupational information service for students.
- 7.4.8 Providing educational psychological services.
- 7.4.9 Assisting students with petitions for graduation.
- 7.4.10 Establishing and maintaining communication with the various instructional areas, the administration and the staff of the District.
- 7.4.11 Establishing and maintaining communication with the high schools served by the District.
- 7.4.12 Establishing and maintaining communications with community agencies that can serve the District's students.
- 7.4.13 Serving on standing and ad hoc committees, as assigned by the Academic Senate.
- 7.4.14 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.
- 7.4.15 Attending graduation ceremonies.
- 7.4.16 Fulfilling flex obligation.
- 7.4.17 Participating in and completing Instructional or Non-instructional Program Review as appropriate.
- 7.4.18 Reporting absences to the appropriate Educational Administrator.
- 7.4.19 Participating in the use of the Electronic Early Alert System as appropriate (See Article 7.2.18 (6)).

7.5 Distance Education Instruction

- 7.5.1 The LCFA and the District may agree on the need to develop a new distance education course. A Unit Member shall receive \$1,500.00 compensation for developing the course upon completion of developing the course.

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- 7.5.2 The course developer shall have first right of refusal to teach the course.
- 7.5.3 This section shall not limit the right of assignment of the District.
- 7.5.4 Material prepared on district time or when the unit member is receiving compensation shall be the property of the district.
- 7.5.5 Unit members using the Internet for providing Distance Education Instruction shall receive a reimbursement for internet costs (Refer to Article 9.7.4).

7.6 Special Assignments

Special Assignments are short-term (one year or less) assignments different from, and in addition to, the regular load of a Unit Member. Special assignments may be requested by the District.

- 7.6.1. Special assignment compensation is fixed amount of compensation based on successful completion of a special assignment or a predetermined “not to exceed amount” verified by hourly timecard. A fixed amount special assignment compensation is computed on expected length of the special assignment and the hourly overload rate.
- 7.6.2 A special assignment is a temporary task which includes such things as, but is not limited to, a coordinator, chair, recruiter, advisor, or grant writer.
- 7.6.3 The following process will be used to create special assignments:
 - 7.6.3.1 Suggestions for “special assignments” may be proposed by faculty members or the District.
 - 7.6.3.2 The District and the LCFA will agree to the outcomes, timeline, qualifications, responsibilities and duties, and compensation for the special assignment.
 - 7.6.3.3 District approved special assignments will be advertised and all unit members will have the opportunity to apply.
 - 7.6.3.3.1 Letters of interest will be submitted to the Office of Human Resources.
 - 7.6.3.3.2 The appropriate Educational Administrator and one faculty member appointed by LCFA will review applicant materials, conduct interviews, if necessary, and make a selection.

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7.7 Additional Assignments

Additional Assignments are long-term (one year or more) assignments, generally administrative in nature, provided as reassigned time and/or in addition to the regular load of a Unit Member. Additional Assignments may be negotiated into the contract. The selection process for Additional Assignments is described in Appendix E.

7.7.1. Additional assignment compensation is paid by stipend.

7.8 Eleven and Twelve Month Contracts

Unit members assigned the following responsibilities shall be considered eleven (11) or twelve (12) month employees working one hundred ninety-nine (199) or two hundred twenty-one (221) days, respectively, as part of their regular assignment and will receive pro-rata salary, retirement and sick leave accrual commensurate with the assignment. For these assignments, the District, after consultation with the unit member, shall schedule the exact days of work and duties to be performed during the Fiscal Year. A written schedule of the days will be placed in the member's personnel file prior to services being performed. Any adjustment to the original schedule shall be approved by the District in advance, where possible, and so noted on the copy in the member's personnel file.

<u>Assignment</u>	<u>Duration</u>
Counselors	11 months
Director of Academic Resources	11 months
Learning Disabilities Specialist	11 months
Agriculture Instructor	11 months
Work Experience Coordinator	11 months

7.9 Coaches of Intercollegiate Sports

7.9.1 Full-time faculty members assigned positions as head coaches of intercollegiate sports will be given a ten (10) laboratory contact hour credit towards his/her load during the off season semester for the purpose of recruiting. An individual unit member may not receive more than ten (10) laboratory contact hours of credit per year as part of his/her load for recruiting.

7.9.2 Adjunct faculty assigned the position of a Head Coach of an intercollegiate sport shall:

7.9.2.1 Be assigned the varsity class and be compensated at the prevailing hourly adjunct rate.

7.9.2.2 Shall receive a stipend not to exceed \$15,000 for the first year for performing head coaching duties. Following an evaluation of recruitment efforts, adherence to policies and team performance; the wage may be raised

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incrementally not to exceed a total of \$25,000 for one academic year. Following the evaluation based on the same criteria, in subsequent contracts, the stipend may be decreased. The maximum stipend for any sport is \$25,000. Payment of the stipend will be made in twelve (12) monthly installments for the academic year. The stipend may be pro-rated for less than twelve months.

7.10 Director of Academic Resources, Work Experience Coordinator

Director of Academic Resources and the work experience coordinator shall have a thirty-seven and one-half (37.5) hour week including thirty-five (35) hours as scheduled by the district after consultation with the unit member. The responsibilities of Director of Academic Resources and work experience coordinators represent a work year of one hundred ninety (190) days, seven (7) flex days, and two (2) in-service days. The duties of Director of Academic Resources and work experience coordinators include but are not limited to the following:

- 7.10.1 Providing services for students and staff.
- 7.10.2 Establishing and maintaining communication with the various instructional areas, the administration and the staff of the District.
- 7.10.3 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.
- 7.10.4 Attending graduation ceremonies.
- 7.10.5 Fulfilling flex obligation.
- 7.10.6 Participating in and completing Instructional or Non-Instructional Program Review as appropriate.
- 7.10.7 Supervising the care and maintenance of equipment provided for student use.
- 7.10.8 Reporting absences to the appropriate Educational Administrator.
- 7.10.9 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, daily or weekly scheduling of the classified staff, and mutually agreed expectations of the classified staff. As a result of the meeting, the supervising manager

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will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.

- 7.10.10 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.
- 7.10.11 Participating in the use of the Electronic Early Alert System as appropriate (See Article 7.2.18).

7.11 Division Chairs

- 7.11.1 Under the direction of the Superintendent/President, or designee, responsibilities of Division Chairs shall include, or be reasonably related to the following:
 - 7.11.1.1 Participate in the selection of new full-time and adjunct Division faculty.
 - 7.11.1.2 Work with the appropriate Educational Administrator to coordinate preparation of the Department budgets within the Division.
 - 7.11.1.3 Work with the appropriate Educational Administrator and Department faculty to prepare and recommend class schedules (Fall, Spring, and Summer) for all Departments within the Division.
 - 7.11.1.4 Attend designated meetings: Division Chairs, Academic Planning, the Curriculum/Standards meeting (only as necessary) and other planning meeting as requested by the District, but not to exceed ten (10) hours per month. However, the ten (10) hour maximum specifically excludes any meeting associated with the development of class schedules. Should the ten (10) hour maximum be exceeded, the Chairs shall be compensated at the pro-rata rate based on monthly time card submission.
 - 7.11.1.5 Hold Division meetings with the faculty at least once per month to conduct business and to provide communication between the District Administration and faculty.

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- 7.11.1.6 Make recommendations during the first two (2) weeks of the Fall and Spring semesters concerning the addition or cancellation of classes and/or any other change to Department or Division schedules.
- 7.11.2 In accordance with Article 4.1.2, Division structure and the number of Division Chairs may be modified by the District in consultation with LCFA and faculty involved. Selection of Division Chairs shall be in accordance with Appendix E.
- 7.11.3 Division Chairs shall be provided a monthly stipend calculated at the top of the Salary Schedule for service during any regular academic year.
 - 7.11.3.1 Should the District request Division Chairs to serve beyond the regular academic year, the Chairs will be granted the opportunity for twenty-two (22) consecutive week days without service requirements.
 - 7.11.3.2 Division Chairs receiving a ten percent (10%) stipend shall perform their duties an average of three and three quarters (3.75) hours per week. Division Chairs receiving a twelve and one-half percent (12.5%) stipend shall perform their duties an average of four and six tenths of an hour (4.6) hours per week. Division Chairs receiving a fifteen percent (15%) stipend shall perform their duties an average of five and six tenths of an hour (5.6) hours per week.

7.12 Accreditation Chair

- 7.12.1 Under the direction of the Superintendent/President or designee, responsibilities of the Accreditation Chair shall include, or be reasonably related to the following:
 - 7.12.1.1 Coordinate the District activities relating to the development of the accreditation self-study, midterm report, and follow-up reports.
 - 7.12.1.2 Provide direction to the committees that are responsible for activities related to accreditation.
 - 7.12.1.3 Develop accreditation activities that need to be accomplished for each academic year.
 - 7.12.1.4 Develop timelines for accreditation activities for each academic year.

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7.12.1.5 Monitor District activities and compliance with commission recommendations.

7.12.1.6 Attend all meetings related to the accreditation process, to include: Board of Trustees meetings, subcommittee meetings, meetings of the Academic Senate, CSEA, Management Group, LCFA, ASB, Administration, Consultation Council, and other groups that are formed as needed.

7.12.2 Selection of the Accreditation Chair shall be in accordance with Appendix E.

7.12.3 Should the District require the Chair to serve beyond the regular academic year, the Chair will be granted the opportunity for twenty-two (22) consecutive week days without service requirements.

7.13 Lead Counselor

7.13.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Lead Counselor shall include, or be reasonably related to the following:

7.13.1.1 Provide oversight to the District counseling program; prepare agendas and related materials for weekly counselor meetings.

7.13.1.2 Serve as liaison between the counselors and the appropriate Educational Administrator.

7.13.1.3 Work with Division Chairs and the Office of Instruction on course scheduling issues.

7.13.1.4 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, daily or weekly scheduling of the classified staff, and mutually agreed expectations of the classified staff. As a result of the meeting, the supervising manager will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.

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- 7.13.1.5 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.
- 7.13.1.6 Coordinate and schedule the one hundred and ninety-nine (199) day calendars for full-time counselors and any adjunct counselors, as required.

7.13.2 Selection of the Lead Counselor shall be in accordance with Appendix E.

7.14 Director of Nursing

- 7.14.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Director of Nursing shall include, or be reasonably related to the following:
 - 7.14.1.1 Maintain familiarity with the California Board of Vocational Nursing and Psychiatric Technician Examiners, Nevada State Board of Nursing and Department of Health Services rules and regulations.
 - 7.14.1.2 Coordinate and/or participate in the recruiting, hiring, orienting, and evaluating of Nursing faculty.
 - 7.14.1.3 Conduct ongoing program review and tabulate and organize program review data for the Board of Vocational Nursing.
 - 7.14.1.4 Assist with Staff development for Nursing faculty.
 - 7.14.1.5 Develop agendas and conduct and keep minutes of staff meetings.
 - 7.14.1.6 Schedule staff and clinical facilities for clinical rotations.
 - 7.14.1.7 Provide detailed interim reports including statistics for State Vocational Nursing Program.
 - 7.14.1.8 Direct the counseling, evaluation, and dismissal of students from the program.
 - 7.14.1.9 Attend regularly scheduled regional and state Nursing Director meetings.
 - 7.14.1.10 Update curriculum, instructional plans, and lesson plans to meet state regulations.
 - 7.14.1.11 Maintain applications for the CNA & LVN programs.

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- 7.14.1.12 Complete and submit annual report to the Board of Vocational Nursing.
- 7.14.1.13 Establish and maintain relationships with appropriate clinical facilities for student clinical experiences.
- 7.14.1.14 Schedule clinical facilities for student clinical experiences.
- 7.14.1.15 Process student applications for admission into the LVN and CNA programs.
- 7.14.1.16 Conduct local annual advisory Vocational Nursing Board meetings.

7.15 Minimum Qualification/Equivalency Liaison

- 7.15.1 Under the direction of Academic Senate, responsibilities of the MQ/Equivalency Liaison shall include, or be reasonably related to the following:
 - 7.15.1.1 Review transcripts of all applicants for full and adjunct faculty positions and compare to Board of Governor's adopted minimum qualification for disciplines list.
 - 7.15.1.2 Prepare and sign certification of minimum qualification forms for signature by academic dean and equivalency forms for consideration by subject area faculty, Academic Senate (signature) and subsequently Governing Board (formal action on consent agenda) consistent with Academic Senate adopted procedures.
 - 7.15.1.3 Maintain and annually update Minimum Qualification/Equivalency Handbook with actions by the Board of Governors, establishing new and revised minimum qualifications and disciplines, as well as local Curriculum Committee/Academic Standard's Committee actions assigning courses to disciplines in addition to any changes to the procedures adopted by the Academic Senate.
 - 7.15.1.4 Work with the Curriculum Committee/Academic Standards Committee and Academic Services support staff to assure data validation so that all courses are appropriately assigned to disciplines adopted by the Board of Governors.

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7.16 Flex Development/Flex Activity (FD/FA) Chair

- 7.16.1 Under the direction of Academic Senate, responsibilities of the FD/FA Chair shall include, or be reasonably related to the following:
- 7.16.1.1 Assist in the development of on-campus professional activities for convocation, flex and other days.
 - 7.16.1.2 Assist in the development of professional development, specifically flex, forms and surveys.
 - 7.16.1.3 Assist in the preparation of the college Professional Development Plan.
 - 7.16.1.4 Assist in the preparation of the year-end Flexible Calendar Report.
- 7.16.2 The District will provide the FD/FA Chair with a schedule for determination of development and flex activities and for other related work.
- 7.16.3 The District will provide the FD/FA Chair with all materials and clerical support necessary to complete the scheduled tasks.

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Article 8 – Leaves

8.1 Absences and Conditions Regulating Absences – General Provisions

- 8.1.1 A unit member may be absent from work during required periods of service, providing the applicable policies and procedures have been properly implemented. Absence for any other reason shall constitute an “unauthorized absence.”
- 8.1.2 Information relative to absences and leaves shall be made a matter of record included in the unit member’s personnel file. Violation of such absences and leave provisions shall be considered cause for suspension and/or dismissal.
- 8.1.3 Except when there is an emergency, notification of the unit member’s absence shall be reported in advance by the unit member to the Office of the appropriate Educational Administrator. When advance notification is not reasonably possible, the unit member shall submit notice by telephone to the Office of the appropriate Educational Administrator, by 7:30 a.m. of the day of the absence. The reason and the amount of time shall be reported if known. If not known, the unit member shall keep the appropriate Educational Administrator informed. In all cases, an Employee Leave slip shall be completed by the unit member and forwarded to the appropriate Educational Administrator or designee upon the unit member’s return to work.
- 8.1.4 If not completed in advance of the leave, within three (3) working days of termination of the absence, the unit member shall complete the report of absence form stating the reason for absence. Appropriate documentation supporting the reason for the unit member’s absence may be required.
- 8.1.5 A member shall not be allowed to undertake any gainful employment while on leave of absence or sick leave. The member may be required to certify that he/she was not gainfully employed.
- 8.1.6 A unit member shall receive no compensation for time absent from regularly assigned duties, except as otherwise provided in this Agreement or by order of the Superintendent/President.
- 8.1.7 Salary deduction for unpaid absences shall be computed as follows: each day of such absence shall result in the deduction of a fraction of days absent divided by the number of service days for which the unit member is obligated. When the unit member is absent from a portion of a day’s work, the equivalent portion of daily salary shall be deducted from the unit member’s monthly check. Absences will be recorded to the nearest half (0.5) hour. The portion will be based on a 7.5 hour workday.

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8.1.8 For a paid leave, a unit member who is absent from a portion of a day's work shall have leave deducted from accumulated leave. The portion of leave deducted will be recorded to the nearest half (0.5) hour and will be based on a 7.5 hour workday.

8.2 Sick Leave

8.2.1 A unit member who is employed full-time for the full academic year shall be entitled to ten (10) days leave of absence or illness or injury per year. An employee, who is employed for fewer than five (5) days per week, or for less than a full academic year, will receive the proportional number of days of leave.

8.2.2 Pay for any day of absence covered by this leave shall be the same as the pay which would have been received had the unit member worked during his/her regular assigned hours on the day of leave.

8.2.3 The full amount of the leave granted each year under this Section shall be available on the first day of each academic year and need not be accrued prior to taking such leave.

8.2.4 Unused leave granted under this Section shall be accumulated from year to year.

8.2.5 Unused sick leave accrued in California public elementary schools, secondary schools, or community colleges may be transferred in accordance with Education Code, Section 87782. Official verification of unused sick leave shall be forwarded to the appropriate office where it will be credited to the unit member's sick leave balance.

8.2.6 Absence covered by accumulated sick leave shall be at full pay. When all accrued sick leave has been used and additional absence is necessary, the unit member shall be paid the difference between his/her salary and that paid a temporary employee hired to replace him/her, or the amount that would have been paid had a temporary been hired, or fifty percent (50%) of the employee's contract salary, whichever is greater, until the total absence covers a period of five (5) months. The five (5) month period begins on the first day of absence. Additional sick leave is not accrued during the five (5) month period. A temporary replacement includes hiring an existing teacher on an overload basis. If no temporary is hired, the pay deducted shall be at the first step of the appropriate lab or lecture rate.

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- 8.2.7 After an absence of five (5) days or more, the unit member shall present a medical doctor's certificate verifying a personal illness or injury. After an absence of more than two (2) weeks, the Superintendent/President may require a unit member to present a physician's verification that the member is able to return to work with or without reasonable accommodation. The District may also require examination by another physician at District expense if it questions a unit member's determination of ability to return to work.
- 8.2.8 After exhausting both accumulated and extended sick leave, a unit member may apply for and shall be granted a leave without pay for recuperation for up to one (1) additional year. Following this unpaid leave, a unit member may request an extension. If the extension is denied, the unit member shall be placed on the thirty-nine (39) month re-employment list.
- 8.2.9 If the illness or injury exceeds five (5) consecutive days, the District may designate a certified medical specialist to examine the unit member and make all necessary inquiries in order to be fully informed as to the nature and severity of the illness or injury and to report such findings to the Superintendent/President. The District shall bear the cost of investigation/ examination. If the report concludes that the absence is not due to personal illness or injury or that the illness is not sufficiently severe to warrant continued absence, then the Superintendent/President, after such notice to the unit member, may refuse to grant such leave.
- 8.2.10 Unit members shall be provided an accounting of the balance of their accumulated sick leave at the end of each contract month.

8.3 Use of Sick Leave for Personal Necessity

- 8.3.1 A unit member may be granted a maximum of six (6) days leave of absence in any school year without loss of pay in cases of personal necessity, upon approval of the appropriate Educational Administrator for their area or designee. One (1) day shall be granted by the District. Any of the additional five (5) days shall be deducted from the member's accumulated sick leave.
- 8.3.2 Personal necessity includes: emergencies related to the unit member's home in cases of natural disaster or accident; illness or accident to the unit member's immediate family (as defined in Article 8.3.3); appointments for the purpose of conducting personal legal affairs of financial transactions that cannot be conducted outside of working hours; receipt of summons, subpoena, or other judicial order requiring absence from work, excluding jury duty; observance of a major religious holiday of the unit member's faith; or, parental responsibilities that cannot be scheduled outside of working hours.

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- 8.3.3 “Member of immediate family,” as used in this Section, means the husband, wife, domestic partner, mother, father, sister/brother, son, daughter, grandparent, grandchild, parent-in-law, foster parent, step parent, step child, foster child, brother-in-law, sister-in-law, or any other person living in the immediate household of the unit member, or having a similar close relationship.
- 8.3.4 This leave specifically shall not be used to extend holiday or break periods and does not include any recreational use nor any use related to present or prospective employment or union activity. Such leave as applied for, used, and/or granted must be on matters which cannot be accomplished other than during the unit member’s regular working hours, or deferred to a more convenient date or time to accommodate the regular work schedule.
- 8.3.5 Advance notification is required before personal necessity leave may be taken except in emergencies, cases of death, serious illness or accident, in which cases the notification shall be as soon as reasonably possible.

8.4 Industrial Accident or Illness Leave

- 8.4.1 Unit members shall receive sixty (60) days leave with pay in any one (1) Fiscal Year for an industrial accident or illness. An industrial accident or illness is defined as one where the member becomes ill or is injured while he/she is serving the District and the accident or illness is reported to the worker’s compensation insurance carrier in accordance with their regulations, and the worker’s compensation insurance carrier accepts responsibility for the treatment of the member.
- 8.4.2 Unit members with less than three (3) years of continuous service with the District who sustain injury or illness that is job related shall use accumulated sick leave or other paid leave which, when added to the Worker’s Compensation award, shall provide for a full day’s wage or salary.
- 8.4.3 Industrial accident or illness leave will commence on the first day of absence. Allowable leave shall not be accumulated from year-to-year. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the member shall be entitled to only that amount remaining at the end of the fiscal year, in which the injury or illness occurred, for the same illness or injury.

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- 8.4.4 Payment for wages lost on any day shall not, when added to an award granted the unit member under the worker's compensation laws of this state, exceed the normal wage for the day. Industrial accident leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under worker's compensation.
- 8.4.5 The industrial accident or illness leave of absence is to be used in lieu of accrued sick leave acquired under Section 8.2.1. When industrial accident or illness leave has been exhausted, other sick leave accrued under Section 8.2 will then be used; but if a member is receiving worker's compensation he/she shall use only so much of his/her accumulated or available sick leave, accumulated compensating time off, vacation or other available leave, which, when added to the worker's compensation award, provide for a full day's wage or salary.
- 8.4.6 During all paid leaves of absence, whether industrial accident leave as provided in this Section, sick leave, vacation, compensated time off, or other available leave provided by law, or the action of the Board, the unit member shall endorse to the District wage loss benefit checks received under the worker's compensation laws of this state. The District, in turn, shall issue the member appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions.
- 8.4.7 The provisions of Section 8.2.7 and 8.2.8 are applicable to absences taken for industrial accident or illness.
- 8.4.8 If the absence resulted from a psychological or mental illness, the release for return to work must be from a psychiatrist.

8.5 Bereavement Leave

- 8.5.1 At the time of death of any member of a unit member's immediate family, as defined in Section 8.3.3, the unit member shall be granted, without loss of salary or other benefits, leave of absence not to exceed three (3) working days or five (5) working days if the unit member must travel more than one hundred and fifty (150) miles, or if the death is of a spouse or child. Such absence will not be deducted from authorized absences or leaves.
- 8.5.2 Bereavement leave shall not be granted during other leaves of absence.
- 8.5.3 Bereavement leave does not accumulate from year to year.

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8.6 Jury Duty Leave

A unit member called for jury duty shall receive leave for the days missed. Money received for jury duty, excluding mileage shall be deducted from regular salary.

8.7 Military Leave

Unit members will be granted military leave as required by provisions of the Education Code and Military and Veterans Code.

8.8 Leave without Pay

8.8.1 Applications for leave without pay must be filed with the Superintendent/President at least sixty (60) days prior to the beginning of the leave period. Leave, at the discretion of the Board, may be granted for a maximum of one (1) year to correspond as nearly as possible with the beginning and ending dates of each school semester.

8.8.2 Unit members who have been granted leaves of absence for advanced collegiate study will not receive credit for a year's service to the District unless such study is undertaken at the approval of the Governing Board of the District.

8.8.3 Leaves of one-half (0.5) an academic year or less shall not constitute a break in service. A full year unpaid education leave shall be counted for advancement on the salary schedule.

8.8.4 Leaves of absence may be requested for any of the following reasons:
(a) Advanced collegiate study
(b) Travel
(c) Personal reasons

8.8.5 Unit members are not entitled to District-paid benefits during leave under this Section but may continue to receive benefits by paying the full cost of benefits in advance.

8.8.6 Authorization for leave under this Section shall not be deemed precedential for future requests.

8.9 Maternity Disability Leave

8.9.1 Unit members shall have the right to utilize sick leave and extended absence leave as provided for in Section 8.2 for absences necessitated by pregnancy, miscarriage, childbirth, and recovery there from.

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8.9.2 When a disability necessitated by pregnancy, miscarriage, childbirth, or recovery there from occurs, the unit member shall be responsible for having her physician send another letter to the personnel office stating the disability termination date and that the unit member is able to resume all duties associated with her position. In the event that a requested leave of absence under Section 8.2 begins prior to the beginning date of disability or extends beyond the disability termination date as described by the unit member's physician, such additional period(s) of time shall not be part of the unit member's sick leave or extended sick leave.

8.9.3 Whenever possible, the unit member shall provide the District's personnel office with a written statement, no later than thirty (30) days prior to the date when the unit member wishes her maternity leave to begin, setting forth the approximate date the leave is to begin and the approximate date the unit member expects to resume her duties. The length of the maternity leave shall be as determined by the unit member and the unit member's physician, provided, however, that the paid maternity leave shall not be for a period of time greater than unit member's disability.

8.10 Infant Child Care Leave

8.10.1 A unit member may be granted a maximum of thirty (30) days leave to care for a newly born or adopted child. Such leaves shall be deducted from the member's accumulated sick leave.

8.10.2 Request for such leave shall be made in writing to the Superintendent/President at least thirty (30) days prior to the date on which the unit member desires the leave to commence.

8.11 Sabbatical Leaves

8.11.1 Unit members should be constantly increasing their knowledge and keeping abreast of developments both in their field and the study of teaching. Sabbatical leaves are among the means by which this may be accomplished. In this light, they help assure that the College will have the kind of personnel that it needs. Conceivable so, sabbatical leaves are more than a privilege accorded qualified unit members. They are an indispensable means of enhancing instructional quality and professional development. All unit members should be entitled to this means of professional growth.

8.11.2 Sabbatical leaves may be granted to unit members within the following four (4) categories:

- 8.11.2.1 **Advanced Academic Study:** applicants for a Sabbatical leave under this section shall submit a detailed program of academic study, either graduate or undergraduate (or combination), equal to a full course load.
- 8.11.2.2 **Professional Study Projects:** applicants under this section shall submit a detailed statement of the professional study projects to be undertaken. While such studies need not be undertaken under the auspices of a collegiate institution, they must constitute an organized program of full-time study designed to enhance the unit member's performance in his or her area of specialization. Such projects may include research within the area of specialty, research in the area of teaching, or creative projects.
- 8.11.2.3 **Travel:** applicants under this section shall submit a detailed statement of the proposed itinerary and its specific relation to the teacher's field. Applicants must remain in travel status for at least three and one-half (3.5) months for each semester of leave granted.
- 8.11.2.4 **Study through Work Experience:** applicants under this section shall submit a detailed statement of the work experience project. This program is available chiefly to unit members in vocational subjects who intend to study in schools maintained by a business or industry for craftspeople or technical workers or those who intend to obtain work experience in their vocational field. A specific school or job opportunity must be submitted with the program.
- 8.11.3 All unit members are eligible for a sabbatical leave after completion of seven (7) consecutive years of full-time service in the District. The year in which the sabbatical leave is taken does not apply toward the next seven (7) year period for eligibility. A full-time leave of absence granted by the District does not interrupt consecutive service but shall not count as one (1) of the seven (7) years.
- 8.11.4 Sabbatical leaves may be granted for not less than one (1) full semester or more than two (2) consecutive semesters. A one (1) semester sabbatical leave may be granted for either the Fall or Spring semester.
- 8.11.5 Applications for sabbatical leave shall be submitted on a form provided by the appropriate Educational Administrator. This form must be submitted by November 15 for sabbatical leaves beginning the following Fall semester and by April 15 for leaves beginning the following Spring semester.

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- 8.11.6 A sabbatical leave committee, chaired by the appropriate Educational Administrator and composed of two (2) faculty members appointed by the Academic Senate, and two (2) faculty members appointed by the LCFA, shall evaluate all applications according to the four (4) categories in 8.11.2 and the criterion in 8.11.7.
- 8.11.7 After verifying the eligibility of all applicants, the Committee will rank all applicants in the following five (5) categories:
- (1) Direct benefit to Lassen College
 - (2) Direct benefit to the individual
 - (3) Feasibility of the proposal
 - (4) Seniority at Lassen College
 - (5) Number of previous sabbatical leaves
- 8.11.7.1 Criteria for evaluation of the above equal priority categories shall be found on the application form.
- 8.11.7.2 In addition, the Committee shall interview the candidates to gain further insights into the proposal and then make recommendations to the Superintendent/President for submittal to the Board. The Committee recommendations shall be forwarded to the Superintendent/President by December 1 for Sabbaticals beginning the following Fall semester, and May 1 for Sabbaticals beginning the following Spring semester.
- 8.11.8 After being notified that their application has been approved by the Board, applicants shall accept or reject the leave in writing within fifteen (15) calendar days.
- 8.11.9 Sabbatical leaves, once granted and accepted, shall be canceled or modified only by mutual agreement between the College and the unit member involved.
- 8.11.10 Each unit member on sabbatical leave shall file with the appropriate educational administrator, a written report no later than sixty (60) days after his/her return. The report shall contain data on activities of the unit member, transcripts of all college and university work completed, and an appraisal of the professional value of the experience gained while on leave.
- 8.11.11 Any unit member on sabbatical leave shall be returned to the assignment held at the time the leave was granted unless another assignment is mutually agreed upon in writing. For purposes of advancement on the salary scale and retirement, the leave shall count as regular teaching service.

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- 8.11.12 Any unit member granted a sabbatical leave, whether for a semester or a year, shall receive seventy-five percent (75%) of the regular salary the unit member would have received. While on leave, the unit member will be paid at the usual intervals. Special arrangements would normally be made only for those members who are out of the continental limits of the United States.
- 8.11.13 If the sabbatical program is interrupted because of serious illness or accident, this condition shall not be construed as a failure to fulfill the conditions upon which the leave was granted. This condition shall not affect the amount of compensation to be paid the unit member provided that the Board shall be notified promptly of such illness or accident by registered letter within fifteen (15) days of the time of illness or accident unless prevented by extenuating circumstances.
- 8.11.14 Granting of a sabbatical leave is conditioned upon the unit member agreeing to the terms of the leave and further agreeing to return to the District for at least two (2) full school years as a certificated employee.
- 8.11.15 The performance of this agreement by the unit member is to be secured by a corporate surety bond, paid by the District, provided for in principal sum equal to the amount of salary to be paid to the unit member while on leave.
- 8.11.16 In the case of death of the individual while on leave or before the two (2) year term of service after return is completed, his/her estate shall not be required to fulfill the conditions upon which the leave was granted, but payment of salary by the District shall cease upon such death.

8.12 Mini-Sabbatical Leaves

- 8.12.1 Mini-sabbaticals are intended to increase the ability of full-time faculty to perform additional duties such as teaching in additional disciplines.
- 8.12.2 Mini-sabbaticals may be granted to unit members for advanced academic study of either graduate or undergraduate (or combination), equal to not more than a 40% load.
- 8.12.3 A unit member's load will be reduced by 10% for each three unit upper division or graduate level semester-length course in which they are enrolled. Courses of different lengths and unit values will be prorated.
- 8.12.4 All cost of instruction fees will be borne by the unit member.

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- 8.12.5 All full-time unit members are eligible for a mini-sabbatical from the date of initial hire.
- 8.12.6 Mini-sabbaticals may be granted for not more than four (4) consecutive semesters.
- 8.12.7 Applications for mini-sabbaticals shall be submitted on a form provided by the appropriate Educational Administrator. This form must be submitted by September 15 for sabbatical leaves beginning the following Spring semester and by February 15 for leaves beginning the following Fall semester.
- 8.12.8 A mini-sabbatical selection committee, chaired by the appropriate Educational Administrator and composed of two (2) faculty members appointed by the Academic Senate, and two (2) faculty members appointed by the LCFA, shall evaluate all applications.
- 8.12.8.1 The applications will be evaluated according to the benefit of the proposed course of study to the District through increasing the number of faculty services areas held by the faculty member.
- 8.12.8.2 In addition, the committee shall interview the candidates to gain further insights into the proposal and then make recommendations to the Superintendent/President for submittal to the Board. The committee recommendations shall be forwarded to the Superintendent/President by November 1 for mini-sabbaticals beginning the following Spring semester, and April 1 for min-sabbaticals beginning the following Fall semester.
- 8.12.9 After being notified that their application has been approved by the Board, applicants shall accept or reject the leave in writing within fifteen (15) calendar days.
- 8.12.10 Mini-sabbaticals, once granted and accepted, shall be canceled or modified only by mutual agreement between the College and the unit member involved.
- 8.12.11 Each unit member with a mini-sabbatical shall file with the appropriate Educational Administrator a written progress report no later than thirty (30) days after the end of each semester. The report shall contain data on activities of the unit member and transcripts of all college and university work completed.

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- 8.12.12 Each unit member with a mini-sabbatical shall file with the appropriate Educational Administrator a written report no later than sixty (60) days after the completion of his/her academic course of study. The report shall contain data on activities of the unit member and transcripts of all college and university work completed.
- 8.12.13 Any unit member granted a mini-sabbatical, shall receive one hundred percent (100%) of the regular salary the unit member would have received if they had been teaching full-time.
- 8.12.14 If the mini-sabbatical program is interrupted because of serious illness or accident, this condition shall not be construed as a failure to fulfill the conditions upon which the leave was granted. This condition shall not affect the amount of compensation to be paid the unit member provided that the Board shall be notified promptly of such illness or accident by registered letter within fifteen (15) days of the time of illness or accident unless prevented by extenuating circumstances.
- 8.12.15 Granting of a mini-sabbatical is conditioned upon the unit member agreeing to the terms of the reduced teaching assignment and further agreeing to return to the District for at least two (2) full school years as a certificated employee.
- 8.12.16 In the case of death of the individual during the mini-sabbatical or before the two (2) year term of service after return is completed, his/her estate shall not be required to fulfill the conditions upon which the leave was granted, but payment of salary by the District shall cease upon such death.
- 8.12.17 In the case of disability preventing the unit member from returning to work during the mini-sabbatical or before the two (2) year term of service after return is completed; the District shall waive the remaining term of service obligation.
- 8.12.18 In the case of termination of the employment contract of the unit member by the District during the mini-sabbatical or before the two (2) year term of service after return is completed, the District shall waive the remaining term of service obligation.
- 8.12.19 Unit members shall be eligible for benefits under the Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) in accordance with the applicable laws and regulation. Detailed information is available from the Director of Human Resources.

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Article 9 – Salary

9.1 Faculty Salary Schedule-Initial Placement

The salary schedules for full-time and adjunct unit members is set forth in Appendix A. The placement of full-time members on the salary schedule is based upon the following criteria:

- 1 year full-time collegiate teaching experience will equal 1 step placement, up to maximum step allotment.
- Adjunct collegiate teaching experience, including paid collegiate teaching experience during completion of a masters or doctorate, based on full-time equivalent calculation, will equal full-time step placement.
- 2 years full-time secondary, industry, or military teaching experience will equal 1 step placement, up to the maximum step allotment.

9.1.1 COLA

Effective July 1, 2014, and each fiscal year thereafter, the Faculty Salary Schedule shall be increased based upon the District's funded COLA. If, during any fiscal year, the Districts funded COLA is reduced after adoption of the State's budget for any reason such as mid-year budget cuts, the District will continue to provide the funded COLA to the unit members for that fiscal year. However, the District will recapture the difference between the funded COLA and any reduction in subsequent fiscal year(s) by reducing the Faculty Salary Schedule.

9.1.2 2017-2018 Compensation

The current 2017-2018 Faculty Salary Schedule will be increased for the 2017-2018 fiscal year by three percent (3%). The compensation increase will be paid retroactively to July 1 2017.

9.1.3 2018-2019 Compensation

Compensation for the 2018-2019 year will be negotiated per Article 25.1.1.

9.1.4 2019-2020 Compensation

Compensation for the 2019-2020 year will be negotiated per Article 25.1.2

9.1.5 Longevity

Step 15, 18 and 21 are longevity steps on the Faculty Salary Schedule, Appendix A. Step 15 is a 2.4% increase over step 10 of the Faculty Salary Schedule for all faculty members attaining 15 years of service. Step 18 is a 2.4% increase over step 15 of the Faculty Salary Schedule for all faculty members attaining 18 years of service. Step 21 is a 2.4% increase over step 18 of the Faculty Salary Schedule for all faculty members attaining 21 years of service. Longevity steps will not be used in any other contractual calculations such as Pro-Rata or adjunct/overload rates.

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9.2 Compensation

Compensation for members of the faculty bargaining unit shall include, but shall not be limited to:

- 9.2.1 Salary
- 9.2.2 Step increment/Doctoral Stipend
- 9.2.3 Pro-Rata compensation
- 9.2.4 Health and welfare benefits
- 9.2.5 Additional compensation as related to the implementation of this Agreement.
- 9.2.6 Overload
- 9.2.7 Adjunct
- 9.2.8 Distance Education Reimbursement

9.3 Overload Compensation

Compensation for overloads will be at the hourly rate established by formula and made a part of Appendix A.

9.4 Compensation and Absences

9.4.1 When a unit member whose compensation is based upon the regular salary schedule is absent for reasons which do not justify the use of any of the forms of authorized leave with pay, a fraction of the unit member's annual salary will be deducted. The fraction will be the number of days absent divided by the number of service days for which the unit member is obligated.

9.4.2 When a unit member is absent from a portion of a day's work, the equivalent portion of daily salary shall be deducted from the unit member's monthly check. Absences will be recorded to the nearest half (0.5) hour. The portion will be calculated based on a 7.5 hour workday.

9.5 Pay Periods

Pay periods will be by the calendar month with warrants issued on the last District business day each month.

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9.6 Compensation and PE Courses

The District will pay a unit member's registration fees paid to Lassen Community College upon completing a physical education course at Lassen. The unit member must request payment within ninety (90) days of completing the course.

9.7 Stipends

9.7.1 Annual stipend calculated at the top of the Faculty Salary Schedule will be provided for the Division Chairs, Academic Senate President, Accreditation Chair, Curriculum Chair, Flex Development/Flex Activity Chair, Lead Counselor, and Minimum Qualification/Equivalency Liaison.

9.7.1.1 The Academic Senate President shall be provided a monthly stipend of ten (10%) calculated at the top of the Faculty Salary Schedule for ten months.

9.7.1.2 The Accreditation chair shall be provided a monthly stipend of ten (10%) calculated at the top of the Faculty Salary Schedule plus twenty percent (20%) reassigned time for ten months.


9.7.1.3 The Curriculum chair shall be provided a monthly stipend of ten (10%) calculated at the top of the Faculty Salary Schedule for ten months.

9.7.1.4 The Division chairs shall be provided monthly stipends of ten (10%), twelve and one-half (12.5%) or fifteen (15%) percent dependent upon the number of chairs calculated at the top of the Faculty Salary Schedule for ten months.

9.7.1.4.1 The District designated four (4) Division Chairs each receiving a ten percent (10%) stipend calculated at the top of the Salary Schedule for service during the academic year. If the District reduces the number of Division Chairs to three (3), each remaining Chair shall receive a stipend of twelve and one-half percent (12.5%) calculated at the top of the Faculty Salary Schedule for service during any regular academic year. If the District reduces the number of Division Chairs to two (2), each remaining Chair shall receive a stipend of fifteen percent (15%) calculated at the top of the Faculty Salary Schedule for service during any regular academic year.

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- 9.7.1.5 The Flex Development/Flex Activity Chair shall be compensated at the current pro-rata hourly rate as verified by time card submittal not to exceed 70 hours per year for ten months.
- 9.7.1.6 The Lead Counselor shall be provided a monthly stipend of ten percent (10%) calculated at the top of the Faculty Salary Schedule for eleven months.
- 9.7.1.7 The Minimum Qualification/Equivalency Liaison shall be compensated at the current pro-rata hourly rate as verified by time card submittal not to exceed 150 hours for ten months.
- 9.7.1.8 Should the District require the Academic Senate President, Accreditation Chair, Curriculum Chair or Division Chairs, to serve beyond the regular academic year (ten months) or Lead Counselor to serve beyond eleven months, the individuals will be compensated at the current pro-rata hourly rate verified by time card submittal. [See Appendix A]
- 9.7.1.9 The amount of the stipend will be prorated for less than ten months for all positions except the Lead Counselor, which will be prorated for less than eleven months for a full year.
- 9.7.1.10 The Director of Nursing shall be 10 month tenure track position with 60% Administration of the Nursing Program and a 40% Faculty teaching load. The Director of Nursing may earn an additional annual stipend not to exceed \$25,000 per year, paid in ten (10) equal installments for the academic year for performing the duties of the position. The amount of the stipend shall be prorated for less than a full year.
- 9.7.2 Special assignment compensation may be provided for special assignments (Article 7.6) on a case-by-case basis following successful negotiation between the District, LCFA, and the unit member.
- 9.7.3 An earned doctorate will receive a \$500 annual compensation.
- 9.7.4 Distance Education Instructors shall receive an \$85/semester reimbursement when teaching one or more Internet courses in a semester.

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Article 10 – Health and Welfare Benefits

10.1 Premium Cost

For each full-time unit member, to include those designated as full-time temporary unit members, the District shall pay the actual premium costs per month for the health benefits which includes medical/hospital coverage, for dental coverage, for vision coverage, and for life insurance. The health benefits are subject to a “health benefit cap” as follows:

- 10.1.1 Effective July 1, 2017, the District will increase the maximum amount that the District will pay for actual premium costs per month for full-time faculty (“health benefit cap”) by \$100 per month. This increase will be paid retroactive to July 1, 2017. This increases the maximum Health Benefit cap to \$1,599.55 monthly for a total of \$19,194.60 yearly.
- 10.1.2 Cash-in-lieu – if a benefited unit member’s health plan premium cost is less than the health benefit cap, unit member shall receive the difference. However, if a benefited unit member’s health plan premium cost exceeds the health benefit cap, unit member shall pay the difference.
- 10.1.3 Effective July 1, 2008, and each fiscal year thereafter, the health benefit cap shall be increased based upon the District’s Funded COLA. (See Appendix B.)
 - 10.1.3.1 If, during any fiscal year, the District’s Funded COLA is reduced after adoption of the State’s budget for any reason such as mid- year budget cuts, the District will continue to provide the Funded COLA to unit members for that fiscal year. However, the District will recapture the difference between the Funded COLA and any reduction in subsequent fiscal year(s) by reducing the health benefit cap.

10.2 Premium Cost Modifications

Any amount in excess of the District’s monthly contribution shall be the employee’s obligation and shall be deducted from the Unit member’s monthly salary as a payroll deduction. The Internal Revenue Code Section 125 provision, allowing for deductions on a pre-tax basis, will be available to the extent allowable by law.

- 10.2.1 Unit members working less than one hundred percent (100%) of a full-time load are entitled to premium payments prorated at the same ratio as their work load bears to full-time service, with the balance due insurance carriers to be paid by the unit member by payroll deduction.

10.2.2 Unit members shall be individually responsible for making payment for such monthly amounts as, when added to the amount paid by the District, will equal the total monthly premium required for coverage. Payments of such monthly amounts shall be made by way of payroll deduction. In the event of a premium increase for the plan coverage herein, or for equivalent coverage under a different plan description, the District is authorized to cover such by way of payroll deduction, in order that eligible unit members' insurance coverage not be jeopardized.

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Article 11 – Layoffs

11.1 General Provisions

The District will utilize the provisions of Section 87740 and 87743 of the Education Code to lay off unit members for any of the reasons permitted therein. Any dispute over compliance with the requirements of Sections 87740 and 87743 must be resolved through the statutory layoff appeal procedure and not through the contract grievance procedure.

11.2 Reduction of Faculty

In the event the District determines it is necessary to reduce the number of probationary and tenured faculty members, such reductions will be made in accordance with the procedures in these standards. When any faculty member is laid off or reduced:

11.2.1 No temporary (hourly, adjunct) instructors will be retained in the particular kind of service(s) in question. The term “particular kind of service” is that used by the California Education Code in describing reductions in particular teaching subject areas and non-teaching services such as counseling and administration.

11.2.2 No probationary or tenured faculty member shall be assigned overload assignments in a particular kind of service in which an employee has been laid off and wishes to serve, except as the overload is part of a single class needed to make load in the area in question.

11.3 Disciplines, Faculty Service Areas, Minimum Qualifications and Competency

11.3.1 Disciplines are those established by the state.

11.3.2 The state-established disciplines shall constitute faculty service areas in the District.

11.3.3 Minimum qualifications are those established by the state. In addition, everyone qualified for services by California credential will be deemed to possess the minimum qualifications in every discipline or service covered by the credential until expiration of that credential.

11.3.4 For purposes of Education Code Section 87743, a faculty member will be considered to have demonstrated competency to teach or serve in any discipline in which he or she meets minimum qualifications or the equivalency.

11.3.5 For purposes of employment, assignment or the exercise of bumping rights, a faculty member must meet the state minimum qualifications or the equivalency for the discipline that covers the course(s) or service(s) in question.

- 11.3.6 The District may assign a faculty member to courses or services within any discipline for which the faculty member meets minimum qualifications.
- 11.3.7 Meeting minimum qualifications in a particular discipline does not guarantee the employee assignment in that discipline if there are other disciplines in which the faculty member is qualified to serve.
- 11.3.8 In determining possible bumping rights to faculty members whose services have been reduced or discontinued, the District will consider verifiable documentation received by February 15.
- 11.3.9 For regular faculty members who are employed as of June 30, the District shall provide each faculty member with a list of faculty service areas in which he/she is qualified by November 30.
- 11.3.10 An employee may petition for recognition of competence in an FSA by filing a petition for such recognition with the District. It shall be the responsibility of the employee to provide the District with all non-Lassen records necessary to substantiate the claim of competence.
- 11.3.11 The District shall provide each regular faculty employee a list of those faculty service areas for which he/she possesses competence as determined by the employees' records on file with the District within sixty (60) days of hire.

11.4 Effects of Layoff

The District shall meet and confer with the LCFA upon request with respect to the nature and impact of anticipated faculty layoffs at least thirty (30) days prior to issuing final layoff notices. For the purpose of this sub-section, meet and confer shall be defined to mean that the District or such representatives as it may designate, and the Union and its representatives shall have the mutual obligation to freely exchange information, opinions and proposals prior to such time as the District decides to act. Layoffs and their effects shall not be subject to further meeting and conferring, or negotiations, but shall be governed by the provisions of this Article. With respect to any aspect of layoffs or their effects not addressed in this Article, the District reserves the right to act in accordance with any applicable provisions of law.

11.5 Extension of Health Benefits (COBRA)

The District will advise employees of the availability of continuation of health and welfare benefits under COBRA (Continuation Omnibus Reconciliation Act) law.

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Article 12 – Grievance Procedure

12.1 Purpose

The purpose of this Article is to provide for the resolution of grievances and to secure solutions to problems which may arise under this Agreement.

12.2 Definitions

12.2.1 Grievance – An allegation by one or more unit members or the LCFA that there has been a violation, misinterpretation, or misapplication of specific provisions of the contract.

12.2.2 Grievant – The unit member, unit members or the LCFA filing the grievance.

12.2.3 Workday – For the purpose of a grievance, a “workday” shall be defined as any day unit members are required to perform their duties.

12.2.4 Party – The grievant or the employer.

12.2.5 Representative – The person chosen or authorized by the LCFA to represent the grievant.

12.3 Regulations

12.3.1 All documents, communications, and records dealing with the processing of the grievance shall be filed separately from the personnel files of the participants.

12.3.2 No reprisals of any kind shall be taken by the employer against a grievant or other participant who assisted the grievant by reason of such participation in the grievance procedure.

12.3.3 Nothing contained in this Article shall be construed to deny any unit member of his/her right to present grievances to the employer without the intervention of the LCFA.

Such a grievance shall not be adjusted in any way inconsistent with the terms of this written agreement, and the employer shall not agree to a resolution of the grievance until the LCFA has received a copy of the grievance and the proposed resolution, and has been given the opportunity to file a response.

12.3.4 The grievant may be represented by the Union representative at all meetings and hearings including the informal level.

- 12.3.5 Each party involved in a grievance shall act quickly so that the grievance may be resolved quickly. However, time limits as specified may be extended by mutual agreement of the parties.
- 12.3.6 The grievant shall send copies of all grievance forms filed with District representatives to LCFA. A copy of all grievance responses prepared by District representatives shall also be sent to LCFA.
- 12.3.7 A unit member may present a grievance while on duty and a Union representative will be granted reasonable release time to interview, investigate, process, and appear at grievances or hearings.

12.4 Procedure

- 12.4.1 Informal Level: within twenty (20) work days after the event that was the basis for the grievance, or within twenty (20) work days of the time when the grievant should have known of the event that gave rise to the grievance, the grievant shall discuss the matter with the appropriate Educational Administrator. The Grievant may be accompanied by a representative of the LCFA. The objective of this discussion is to resolve the matter informally. In the event that the matter is not resolved informally, the following procedure shall be implemented:
- 12.4.2 Level One: if the matter is not resolved at the informal level, the grievant within five (5) work days of the discussion with the appropriate Educational Administrator shall submit a written statement of the grievance to the appropriate Educational Administrator. The statement shall include a clear, concise statement of the grievance, the specific section of the contract alleged to have been violated, the circumstances involved, the date of the informal conference, the specific remedy sought, and the date of the alleged act or omission. The appropriate Educational Administrator will confer with the grievant within five (5) work days after receiving the complaint in an effort to resolve the problem. An LCFA representative may be present at this conference or if the grievant prefers to represent herself/himself, a copy of the grievance will be sent to the LCFA.
- 12.4.2.1 Within five (5) work days after the conference, the appropriate Educational Administrator will present her/his decision in writing, together with supporting reasons to the LCFA and a copy to the grievant. If the appropriate Educational Administrator does not respond within the timelines, the grievant may appeal the grievance to the next step. The timelines may be extended by mutual agreement.

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However, failure to timely appeal a grievance at any level shall constitute an acceptance of the District's last response.

- 12.4.3 Level Two: if the grievant is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within the timelines, the grievant may appeal the decision to the Superintendent/ President within five (5) work days. Within five (5) work days after the appeal, the Superintendent/President will confer with the grievant in an effort to resolve the problem. An LCFA representative may be present at this conference. Within five (5) work days after the conference, the Superintendent/President will present her/his decision in writing, together with supporting reasons to the LCFA and a copy to the grievant and appropriate Educational Administrator. If the Superintendent/President does not respond within the timelines, the grievant may appeal the grievance to the next step. The timelines may be extended by mutual agreement.
- 12.4.4 Level Three: if the grievant is not satisfied with the disposition of the grievance at Level Two, the grievant may within ten (10) working days refer the grievance to mediation for resolution. If this level is invoked, the California State Mediation and Conciliation Services shall be requested to provide a mediator, and thereafter the mediation process shall proceed under the auspices of the State Agency (CSMCS).
- 12.4.5 Level Four: if the grievant is not satisfied with the disposition of the grievance at Level Three, the LCFA within fifteen (15) work days of the decision at Level Three may request a hearing before an arbitrator.
- 12.4.5.1 Upon receiving a request for arbitration, the President shall request a list of seven (7) arbitrators from the California Mediation and Conciliation Service. As soon as possible after receiving the list of names from the Service, representatives of the District and the LCFA shall alternately strike a name until one name remains. The person named shall serve as arbitrator.
- 12.4.5.2 The arbitrator shall conduct a hearing at which both parties may present witnesses and evidence. It shall be the function of the arbitrator, and he/she is empowered except as his/her powers are herein limited, after investigation and hearings, to make a proposed decision to the Board of Trustees in cases of alleged violation of the specific articles and sections of this Agreement. The arbitrator shall render a decision on the issue(s) submitted.

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- 12.4.5.3 After a hearing, and after both parties have had an opportunity to make oral and written arguments, the arbitrator shall submit in writing to the parties his/her decision.

The decision of the arbitrator shall be advisory to the Board of Trustees which may accept, reject or modify the arbitrator's proposed decision.

- 12.4.5.4 Each party shall bear the cost of preparing and presenting its own case in arbitration. All fees and expenses of the arbitrator and the arbitration process shall be shared equally by the parties. The grievant, the grievant's representative and the grievant's witnesses shall be compensated at the regular rate and provided a substitute if the arbitration hearing is held during scheduled class time.

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Article 13 – Maintenance of Operations

- 13.1 It is recognized that the need for continued and uninterrupted operation of the District is of paramount importance and that there should be no interference with such operations.
- 13.2 LCFA and the Board agree that any differences between them shall be settled by peaceful means, as provided for in this Agreement. During the term of this agreement, LCFA, in consideration of the terms and conditions of this agreement, will not engage in, instigate, or condone any strike, work stoppage, slow down, sick out or other concerted refusal by unit members to perform work duties as required by this Agreement. LCFA will undertake to exert its best efforts to discourage any such acts by unit members.
- 13.3 During the term of this Agreement, the Board, in consideration of the terms and conditions of this agreement, will not authorize or permit any lockout of members of the unit.
- 13.4 Nothing contained in the Agreement shall be construed to restrict or limit the District in its right to seek and obtain such judicial relief as it may be entitled to have under law for any violation of this or any other Article; and to take such action as it deems necessary to discipline and/or discharge any member for violation of this Article.
- 13.5 Members shall not be entitled to any wages or benefits whatsoever, including but not limited to, life insurance, health insurance, vacations, wages, or any other compensation while engaged in any strike, concerted failure to report for duty, or other willful absence from duties of employment.

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Article 14 – Past Practices

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions of this Agreement, such practices and procedures which are outside the scope of mandatory bargaining are discretionary with the District.

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Article 15 – Severability

If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held invalid by operation of law or by a court or other tribunal of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

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Article 16 – Completion of Negotiations

16.1 The Agreement

This Agreement shall constitute the full and complete commitment between both parties. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in a written and signed amendment to this Agreement.

16.1.1 Memorandum of Understanding (MOU)

This agreement shall include any mutually agreed upon MOU's.
(signed by both parties)

16.1.2 Approved MOU's shall be attached to all copies of this agreement.

16.2 Bargaining Restrictions

During the term of this Agreement, the Board and LCFA expressly waive and relinquish the right to bargain collectively on any matter:

16.2.1 Whether or not specifically referred to or covered in this Agreement;

16.2.2 Even though not within the knowledge of contemplation of either party at the time of negotiations;

16.2.3 Even though during negotiations the matters were proposed and later withdrawn;

16.2.4 This Article is intended to be a clear and unmistakable waiver of the right of either party to force the other to negotiate during the term of this Agreement on subjects covered or not covered by the Agreement. Either party may rely on this Article as a shield against demands to bargain by the other.

16.2.5 The Article does not preclude bargaining collectively for subsequent, new collective bargaining agreements or re-openers during the term of this Agreement.

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Article 17 – Resignations

17.1 Letter of Resignation

Any unit member who desires to resign from employment with the District shall submit a letter of resignation to the Superintendent/President. The Superintendent/President is authorized to accept any such letter of resignation on behalf of the Board.

17.2 Resignation Timeline

Written resignations shall be deemed accepted by the Board and shall be binding on the date received by the Superintendent/President. The last day of work for resigning unit member shall be as specified in the employee's resignation or, if not specified, on the date the resignation is received. In no event shall the last day of work for a resigning unit member be later than the close of the school year during which the resignation is received.

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Article 18 – Reduced Work Load Program

18.1 Eligibility

Unit members who meet the following criteria may request to participate in a reduced workload program:

- (1) Have been employed by the District as a faculty member for at least ten (10) years, all of which were full-time employment as defined by STRS.
- (2) Have five (5) consecutive, full-time years without a break in service immediately preceding the reduced workload request.
- (3) Have reached the age of fifty-five (55) by the year work reduction begins.
- (4) Must submit a written request to the appropriate Educational Administrator no later than January 30 for the following academic year beginning in August.

18.2 Specifications

- 18.2.1 Minimum reduced workload employment must be the equivalent of at least half the number of days of service required by the member's contract of employment during the last year served in a full-time, certified position. If the member performs service that is less than half time, the Reduced Workload Program will be suspended for that particular school year.
- 18.2.2 The salary paid must be pro-rata share of the salary that would have been earned had the member not elected to enter the Reduced Workload Program. (The salary must be at least half the salary the member would have earned on a full-time basis.)
- 18.2.3 The District must contribute to STRS an amount based upon the salary that would have been paid had the member been employed full-time, at the Reduced Workload Contribution Rate specified by the Teachers' Retirement Board.
- 18.2.4 The unit member must contribute eight percent (8%) of the salary which would have been paid had the member been employed full-time.
- 18.2.5 The agreement to participate in the program can be revoked only with mutual consent of both the participant and the District.
- 18.2.6 Participants will receive the same health and welfare benefits to which they would have been entitled if employed full-time.

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- 18.2.7 Reduced Workload Agreements may be no less than one (1) year in duration nor longer than three (3) years in duration.
- 18.2.8 Unit members participating in the program are not eligible for sabbatical leave.
- 18.2.9 The District's decision to grant or deny a request will be based on availability of funds, others in the program, need for services in the faculty member's discipline, and availability of replacement faculty.

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Article 19 – Calendar

19.1 Committee Membership

The Academic Calendar Committee shall consist of two faculty members designated by the LCFA, two representatives designated by the Superintendent/President (or designee), and one ex-officio representative designated by the Academic Senate.

19.2 Committee Meetings

The committee shall be convened annually by the Superintendent/President (or designee) no later than September 30th to negotiate the calendar for the following year. Upon mutual agreement, either a one-year or two-year Academic Calendar may be negotiated within the scope of this article.

19.3 Calendar Timeline

The negotiated, academic calendar will be forwarded to the Superintendent/President no later than November 1st.

19.4 Calendar Changes

If the District wishes to modify the academic calendar, the Superintendent/President (or designee) will reconvene the academic calendar committee no later than November 30th, or as required.

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Article 20 – Safety Conditions of Employment

- 20.1 Unit members shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being.
- 20.2 The District and unit members shall comply with the provisions of the California Occupational Safety and Health Act (Cal/OSHA) and compliance or noncompliance with its provisions shall be determined exclusively in accordance with investigatory and adjudicatory procedures provided for in Cal/OSHA.

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Article 21 – Academic Freedom

21.1 Policy

It shall be the policy of the District and the LCFA to encourage full freedom for faculty to teach, research, and pursue knowledge as set forth in this Article and subject to the applicable provision of law.

21.2 Application

In the exercise of this freedom, unit members may, as provided in the United States and California constitutions and other applicable laws, discuss their own subject or areas of competence in the classroom, as well as any other relevant matters, including controversial matters, as long as they distinguish between personal opinions and factual information.

21.3 Harassment

Unit members shall be free from unlawful harassment or from unlawful interference or restrictions based on political views.

21.4 District Restraint

The District shall not interfere with a unit member's freedom of speech or use of materials in any teaching assignment, except as allowed by law.

21.5 Declaration of Purpose

This Article is intended to declare the District's and the LCFA's intent to allow those activities protected by constitutional freedom of speech and other forms of academic freedom protected by the laws of the State of California and the laws of the United States.

21.6 Specifications

Unit members shall be free from unnecessary, spiteful, or negative criticism or complaints by managers, and/or other persons. Unit members should not be subjected to harassment, abusive language, upbraiding, insults or interference by any person in the performance of their duties.

21.7 Intellectual Property Rights

Intellectual property rights for faculty are delineated in Board Policy 3715 (approved by the Senate 02/14/2017 and approved by the Board 04/11/2017) and Administrative Procedure 3715 (approved by the Senate 02/14/2017 and accepted by Consultation 02/22/2017). The BP and AP are herein included in the contract as Appendix H. If the Intellectual Property Rights BP 3715 or AP 3715 are changed after inclusion in the LCFA contract, faculty Intellectual Property Rights provisions delineated in the BP and AP included in Appendix H remain in force until such time that any proposed revisions to either the BP or AP are successfully negotiated with the LCFA. The negotiated revisions will then replace the previous elements in the contract.

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Article 22 – General Provisions

22.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of this Agreement. The parties agree that during the negotiations which culminated in this Agreement, each party enjoyed and exercised without restraint, coercion, intimidation or other limitation, the right and opportunity to make demands and proposals or counter proposals with respect to any matter not reserved by policy or law from compromise through negotiations and that the understandings and agreements arrived at after the exercise of that right and opportunity are set forth herein.

22.2 Individual Contracts

Any individual contract between the Board and an individual member shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.

22.3 No Reprisals

The parties mutually agree to refrain from reprisals against other employees or peers regarding the administration of this Agreement, or any grievance filed pursuant to this Agreement.

22.4 Agreement Form

There shall be two (2) signed copies of the final Agreement for record keeping purposes. One (1) shall be retained by the District and one (1) by the LCFA.

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Article 23 – Non-Discrimination

23.1 Non-Discrimination

The District agrees not to discriminate against any unit member on the basis of race, color, creed, national origin, religion, sex, age, sexual orientation, political activities and affiliations, marital status or disability as defined by the Americans with Disabilities Act (ADA). The District agrees to comply with all federal and state laws regarding non-discrimination.

23.2 ADA Application

Notwithstanding any other provision in the Agreement, the decision to make or refuse any reasonable accommodation or take any other action to fulfill legal obligations imposed by the ADA shall be made by the Chief Human Resources Officer. Any decision regarding the implementation of an accommodation shall comply with this Agreement unless the District and the union mutually agree to waive a specific provision on a non- precedent setting basis.

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Article 24 – Adjunct Faculty

24.1 Assignment

- 24.1.1 Assignment of adjunct faculty will be made by the District. Except as delineated in this Agreement adjunct faculty members have no rights other than those provided in the Education Code.
- 24.1.2 All adjunct faculty assignments shall be less than sixty-seven (67%) of an annual full-time equivalent faculty (FTEF) assignment.
- 24.1.3 All adjunct faculty may substitute on a day-to-day basis in classroom assignments without any change in their employment status (i.e., day-to-day substitute assignments will not increase the part time faculty FTEF). Day-to-day substitution means substitute assignments of one or more days, consecutive or otherwise.
- 24.1.4 Adjunct faculty will be compensated in accordance with the Faculty Salary Schedule in Appendix A.
- 24.1.5 Adjunct faculty who accept assignments outside of his/her instructional contract (e.g., hiring committees) shall be compensated in accordance with the Faculty Salary Schedule in Appendix A.
- 24.1.6 When requested by the District to prepare and/or to submit course materials (e.g., course syllabus) for projected course teaching assignment[s], adjunct faculty will be compensated for three (3) hours for each course, but not each section of each course. This compensation is separate from any and all course teaching contracts.

24.2 Seniority

- 24.2.1 Seniority shall be the cumulative total of semesters that an adjunct faculty has completed a teaching contract for at least one course, regardless of unit value, modality or duration, within a recognized discipline (Faculty Service Area – FSA). The District shall compile and maintain seniority values (Adjunct Seniority List) on a semester basis. The Adjunct Seniority List shall be available to Division Chairs for assignment and scheduling purposes.
- 24.2.2 Adjunct faculty seniority does not guarantee a right to employment; however, seniority does establish a reasonable expectation of continued employment for adjunct faculty if the class schedule has available classes for the adjunct to teach within their FSA.
- 24.2.2.1 Section 24.4 – Evaluation contains language that addresses “Needs Improvement” and “Unsatisfactory” Evaluations.

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- 24.2.2.2 Adjunct faculty teaching the next semester after receiving a “Needs Improvement” evaluation shall not receive credit towards seniority. Credit towards seniority will be added to the cumulative total for the next semester taught after receipt of a “Satisfactory” or better evaluation.
- 24.2.3 All adjunct faculty shall be assigned seniority within each applicable discipline. Adjunct faculty may have seniority in multiple disciplines, and those seniority values may be different from one another.
- 24.2.4 Seniority, at any value, does not give adjunct faculty members rights over that of full-time faculty members. Retired District faculty, who return to the District as adjunct faculty, shall start with no adjunct seniority and shall not supersede, take precedence over, or supplant adjunct faculty with seniority in the same discipline.
- 24.2.5 Adjunct faculty assignments shall be determined by current seniority. Assignments may vary because of adjunct faculty courses or modality preference or due to District adjunct load restrictions (67% FT load/semester).
 - 24.2.5.1 Adjunct faculty who decline to teach multiple classes or a single class in a semester do not lose seniority.
 - 24.2.5.2 Adjunct faculty who decline to teach a single class in a particular semester may experience a change in relative position in seniority.
- 24.2.6 Coaches, who are adjunct faculty by contract definition, shall not be granted seniority in either Coaching or Physical Education as coaches are hired and retained by other District processes for individual sports. Coaches, who may be assigned courses in another discipline shall earn seniority in that discipline.

24.3 Office Hours for Adjunct Instructors

- 24.3.1 Adjunct instructors are not required to provide office hours to students as part of their assignment. However, should an adjunct instructor who teaches forty percent (40%) of a full load elect to provide office hours, they may receive compensation for such time to the extent the District receives funds from the State of California for adjunct faculty office hours.
- 24.3.2 Compensation will be paid for one (1) hour per week for each three (3) - unit class (or equivalent). The rate of pay for an adjunct instructor providing office hours will be the instructor’s normal hourly rate. To receive compensation, an adjunct instructor must complete an

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“Application for Adjunct Instructor Office Hours” and submit the application to the Office of Instructional Services no later than thirty (30) days after the first day of each semester class.

- 24.3.3 Office hours will be approved on a first-come, first-served basis. Part- time faculty members will be paid for approved office hours at the time the money is received from the State for adjunct office hours up to the total funds received from the State for that semester.
- 24.3.4 It is the responsibility of each adjunct faculty member to identify the time and location for office hours.
- 24.3.5 If no office hours are approved and/or provided, no money will be paid to the adjunct faculty member; if no money is received from the State of California for adjunct office hours, the adjunct faculty member will receive no compensation.

24.4 Evaluation

- 24.4.1 Adjunct faculty must be evaluated during the first three semesters of the unit member’s initial employment. Thereafter, adjunct faculty will be evaluated at least every third (3rd) semester of employment. The appropriate Educational Administrator, or designee, will conduct all evaluations of adjunct faculty.
- 24.4.2 Summer Session will be considered a “semester” for adjunct faculty evaluation purposes in this Agreement for adjunct faculty teaching only during the Summer.
- 24.4.3 Adjunct faculty shall be evaluated using the appropriate Evaluation Form B or D (See Appendix F). Adjunct faculty evaluated as “unsatisfactory” shall have the recommendation of “Removal from the adjunct faculty pool” selected. Adjunct faculty evaluated as “Needs Improvement” shall have the recommendation of “Continuation in adjunct faculty pool” or “Removal from the adjunct faculty pool” selected. If “Continuation in adjunct faculty pool” is selected, specific improvement recommendations to become Satisfactory must be included in the recommendation section of Form B or D.
- 24.4.4 Adjunct faculty evaluated as “Needs Improvement” shall be evaluated the following semester.
- 24.4.5 Adjunct faculty teaching only during Summer Sessions shall be evaluated at least every other Summer Session after their initial three semester evaluation period.
- 24.4.6 Adjunct faculty shall be compensated for their pre- and post- evaluation preparation and meetings at their hourly rate. Compensation shall be one (1) hour for preparation and one (1) hour for each meeting.

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Article 25 – Duration and Reopeners

- 25.1 This Agreement shall be effective on the date of ratification by the parties and shall continue in full force and effect through June 30, 2020. There shall be no reopener provisions to this agreement except by mutual consent by the parties.
- 25.1.1 Negotiations for Article 9 (Salary) and Article 10 (Health and Welfare Benefits) for the 2018-2019 academic year will occur with mutual sunshining of proposals to the board in September, a 30 day comment period, and commencement of negotiations after the board meeting in October 2018.
- 25.1.2 Negotiations for Article 9 (Salary) and Article 10 (Health and Welfare Benefits) and up to two (2) other articles for each party for the 2019-2020 academic year will occur with mutual sunshining of proposals to the board in February 2019, a 30 day comment period, and commencement of negotiations after the board meeting in March 2019. It is preferable that the 2018-2019 negotiations are completed before March 2019, but if negotiations for the 2018-2019 year have not been completed, the 2019-2020 negotiations will commence on time and both negotiations will continue to their individual completions.
- 25.2 At the first regular Board meeting in February preceding the expiration of this Agreement, the District and the LCFA shall mutually present to the Board their initial proposals for a successor agreement. After a 30 day comment period, negotiations will commence no later than fifteen (15) District business days after the regular March Board meeting.
- 25.3 The provisions of this Agreement shall remain in effect pending completion of negotiations on a successor agreement.

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IN WITNESS THEREOF, the Lassen Community College District has approved this Agreement and has caused it to be signed by the President of the Board and the Superintendent/President of the District and LCFA has approved this Agreement and caused it to be signed by its officers.

FOR THE GOVERNING BOARD:

FOR THE LCFA:

Sophia Wages
Board President

Carrie Myman
LCFA President

Dated: 5/24/19

Dated: 11/2/18

Dr. Marlon R. Hall
Superintendent/President

Robert Schofield
Chief Negotiator

Dated: 5/23/19

Dated: 11/2/18

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Appendix A
Faculty Salary Schedule

STEPS	COLA Increase % 0%	COLA/New OVL Increase 1.56%	Retro Rate Increase 3.00%	COLA Increase Pending
	SALARY	SALARY	SALARY	SALARY
	2016/2017	2017/2018	2017/2018	2018/2019
1	\$54,687.00	\$55,540.00	\$57,206.61	\$57,206.61
2	\$57,300.00	\$58,194.00	\$59,940.06	\$59,940.06
3	\$60,043.00	\$60,980.00	\$62,809.35	\$62,809.35
4	\$62,923.00	\$63,905.00	\$65,822.10	\$65,822.10
5	\$65,947.00	\$66,976.00	\$68,984.86	\$68,984.86
6	\$69,121.00	\$70,199.00	\$72,305.20	\$72,305.20
7	\$72,454.00	\$73,584.00	\$75,791.83	\$75,791.83
8	\$75,950.00	\$77,135.00	\$79,449.09	\$79,449.09
9	\$79,628.00	\$80,870.00	\$83,296.56	\$83,296.56
10	\$83,451.00	\$84,753.00	\$87,295.10	\$87,295.10
15	\$85,454.00	\$86,787.00	\$89,390.18	\$89,390.18
18	\$87,504.00	\$88,869.00	\$91,535.54	\$91,535.54
21	\$89,605.00	\$91,002.00	\$93,732.40	\$93,732.40
Adjunct and Overload rate				
HOURLY	\$38.72	\$46.89	\$48.30	\$48.30
Pro-rata compensation rate				
PRO-RATA	\$62.86	\$63.84	\$65.76	\$65.76

Hourly pro-rata compensation rate will be based on step 10
Adjunct and overload rate will be calculated on step 8

The hourly rate shall be applied to full-time faculty overload, adjunct faculty load, adjunct additional assignments, full-time and adjunct faculty summer load and any intercession load.

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Pro-rata rate shall be applied for Chair Compensation when required by contract provisions. The hourly pro-rata compensation formula:

Pro-Rata Hourly Schedule

Step 10 Divided by 177 days per academic year	\$478.83	\$493.19	493.19
Divided by 7.5 hours per day	\$63.84	\$65.76	\$65.76

Adjunct and Overload Hourly Schedule

Step 8 Divided by 2 semesters	\$38,568.00	\$39,724.55	\$39,724.55
Divided by 5 courses	\$7,713.50	\$7,944.91	\$7,944.91
Times 31%	\$2,391.19	\$2,462.92	\$2,462.92
Divided by 51 Hours	\$46.89	\$48.30	\$48.30
Adjunct and Overload Hourly Rate	\$46.89	\$48.30	\$48.30

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Appendix B
Definitions*

“Adjunct” faculty member designates a temporary employee with a teaching or non-teaching load paid according to the District’s adjunct and ~~full-time~~ overload hourly rate found on Faculty Salary Schedule in Appendix A.

“Agreement” means the collective bargaining agreement between the Lassen Community College District and the Lassen College Faculty Association.

“Board” means the Board of Trustees of the Lassen Community College District.

“Class” means each offering of a Lassen College course in a given semester.

“Course” means any portion of the regular Lassen Community College District instructional program, which is listed and described in the College catalog, or for which there is a District-approved course of study.

“Consultation” as used in this Agreement means participation in identifying and analyzing alternative solutions to problems for the purpose of influencing decision- making. Consultation shall take place within 5 days of receipt of written notice by either party. Time limits may be extended by mutual agreement of the parties.

“Correspondence Instruction” is education, typically self-paced, provided by mail or electronic transmission, including evaluation, to students who are separated from the instructor; where interaction between the instructor and the student is limited, is not regular and is primarily initiated by the student.

“Counselor” means a faculty member possessing a valid counseling credential who is assigned to student counseling and guidance duties for at least half of his/her load as defined in Article 7.

“Day” except as specifically defined elsewhere in the Agreement (i.e., Article 12.2.3) the term “day” shall mean the ordinary dictionary definition of the period of the earth’s rotation on its axis ordinarily divided into twenty-four (24) hours. “District Business Day” means any day the district is officially open for business.

“Distance Education Instruction” means formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular interaction between the students and instructor, may incorporate internet; one-way or two-way transmissions through open broadcast, closed circuit, cable, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

“District” means the Board of Trustees and the Superintendent/President or his/her designee.

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“Emergency” as used in this Agreement means an unexpected happening, or an unforeseen occurrence or condition, or sudden or unexpected occasion for action.

“Emeritus Faculty” are defined by board policy #7220 as of November 13, 2012.

“Full-time Faculty Member” designates an employee with a standard full-time teaching or non-teaching load as defined in Article 7 of this Agreement, an employee eligible for tenure, and an employee paid according to the Full-time Faculty Salary Schedule in Appendix A. “Unit Member” is a synonym for “Faculty Member.”

“Full-time Equivalent (FTE)” means any duties or combination of duties performed by a faculty member, which equal a standard full-time teaching load as defined in Article 7 of this Agreement.

“Full-time Equivalent Faculty (FTEF)” is a unit that indicates the workload of a Faculty member in a way that makes workloads comparable across various contexts.

“Funded COLA” means the actual amount of COLA that is funded by the State Budget Act as of the end of any given fiscal year.

“Hybrid Delivery” means a course in which, any portion of the traditional face-to-face delivery of instruction is replaced by online delivery of instruction, including assessment.

“Intellectual Property Rights” see Appendix H for the Intellectual Property Rights definition.

“Live Interactive Television Delivery” means a televised method of instruction, which requires at least one-way video and two-way audio in-class instruction.

“Online Delivery” means a course in which, instructor and student interact and deliver/receive instructional materials online via email or course delivery software.

“President” means the chief administrative officer of the Lassen Community College district. Also referred to as the “Superintendent/President.”

“Regular Academic Year” means the period of time from the beginning of the Fall semester to the end of the Spring semester.

“Regular Assignment” means a faculty member’s standard teaching or non-teaching load as defined in Article 7 of this Agreement.

“Reassigned Time” identifies a complete or partial change of a faculty member’s regular assignment to an alternate assignment according to this agreement.

“School Year” or **“Fiscal Year”** refers to the yearly period from July 1 to June 30.

“Stipends” are a fixed amount of compensation.

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“Traditional Classroom Instruction” means a course in which the Instructor and student meet face-to-face in a classroom setting. Class format may include lecture, laboratory, discussions or small group work.

“Unit” as used herein means the bargaining unit under this Agreement.

“Web-enhanced Course” means a course in which 0% of the face-to-face instruction is replaced by online instruction; syllabus, chat, email and other supporting materials may be delivered online; online research may be required.

“Workday” means any day on which members of the unit are scheduled to work.

*Other definitions applicable to a specific article are included in the appropriate article.

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Appendix C
Tenure Standards

A. Tenure Standards for Lassen College

The period during which probationary unit members of Lassen College are reviewed for tenure is understood best as a continuation of the search and selection process. In fact, we regard the tenure recommendation made to the Superintendent/President and the Board of Trustees as even more important than the initial decision to hire. The tenure review by unit members and appropriate Educational Administrators must be a careful and thorough process, since it is one, which will result in a decision crucial to the unit member's professional future and to the future quality of our college's academic programs. Consequently, it should be expected that tenure decisions generally will be made at the end of the fourth probationary year.

B. Suggested Standards for Tenure (at the end of four (4) years):

1. The candidate will have achieved competent performance in classroom teaching and/or in the development, coordination, and implementation of student services activities and in carrying out other responsibilities specified in the appropriate position announcement.
2. The candidate will have demonstrated respect for student rights and consistent attempts to meet student needs.
3. The candidate will have demonstrated respect for colleagues, for the commonly agreed upon ethics of the teaching profession, and for the traditional concepts of academic freedom.
4. The candidate will have demonstrated sensitivity to the issues of cultural diversity.
5. The candidate will have demonstrated continued currency in his/her discipline or non-classroom area of assignment, plus either clear promise or evidence of professional growth.
6. Evidence of competence, respect for student rights, respect for colleagues and the ethics of the teaching profession, sensitivity to the issues of cultural diversity, currency, and promise or realization of professional growth shall be drawn from a careful analysis of peer evaluations and student evaluations over a period of time, and from a critical reading of materials submitted by the candidate. Recommendations regarding tenure shall be based upon this evidence alone.
7. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee.

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C. Suggested Standards for Early Tenure (at the end of two (2) years).

The candidate will have demonstrated performance which clearly exceeds standards in the areas described in “B” above. The effective recommendation regarding the candidate’s performance shall be made by his/her Evaluation Committee.

D. Suggested Standards for Early Tenure (at the end of one (1) year).

The candidate will have demonstrated exceptional performance in the areas described in “B” above. The effective recommendation regarding the candidate’s performance shall be made by his/her Evaluation Committee.

E. Additional Requirements for the Granting of Early Tenure

In addition to the performance requirements specified in “C” and “D” above, the candidate’s Evaluation Committee must offer clear and compelling reasons for the granting of early tenure (either one (1) year or two (2) year). Such reasons might include but are not limited to:

1. Prior to LCCD appointment, the candidate achieved tenure at another accredited institution of higher learning with, of course, a record of excellent evaluations from peers, administrators, students, and, when appropriate, staff from that institution.
2. The retention of the candidate is critical for the success of a particular program; and, the granting of early tenure is the only way that a particularly critical member can be retained.

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Appendix D
Overload Calculation Guidelines

1. Six 3 hour lectures = 18 hours lecture =
15 hours lecture plus 3 hours lecture overload.
Comparison to load formula: 18 hours lecture =
1.0 FTE (lecture) +
.2 FTE Lecture overload

Therefore, .2 FTE x 15 Lecture hrs/FTE = 3 hours lecture overload

2. Four 3 hour lectures and one 3 hour lecture/3 hour laboratory =
15 hours lecture plus 3 hours lab. overload.
Comparison to load formula: 15 hours lecture, plus 3 hours lab. =
1.0 FTE (lecture) +
.15 FTE (lab.) overload

Therefore, .15 FTE x 20 Lab hrs/FTE = 3 hours lab. overload

3. Two 3 hour lecture and two 3 hour lecture/3 hours laboratories =
12 hours lecture plus 6 hours lab. = 12 hours lecture plus
4.5 hours lecture equivalent (at 3 lab hours to 4 lecture hours) =
16.5 lecture hours = 15 hours lecture plus 1.5 hours lecture
equivalent = 15 hours lecture plus 2 hours lab. overload (at 3 lab hours to 4 lecture
hours)
Comparison to load formula: 12 hours lecture, plus 6 hours lab. =
.8 FTE (lecture) + .3 FTE (lab.) =
1.0 FTE (lecture) + .1 FTE (lab.)

Therefore, .1 FTE x 20 Lab hrs/FTE = 2 hours lab. overload

Note: These examples illustrate that lecture FTE count first when figuring the full-time equivalent faculty load. Additionally, lecture FTE and laboratory FTE do not have the same value when figuring overloads.

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Hour and FTEF Equivalency Table

Lecture Hour vs. Laboratory Hour vs. Percentage of Teaching Load

LECTURE HOURS	% FTEF	LABORATORY HOURS	% FTEF	LECTURE LABORATORY HOURS	% FTEF
0.5	0.033	.50	0.025	.05 - .05	0.058
1.0	0.067	1.0	0.050	1.0 - 1.0	0.117
1.5	0.100	1.5	0.075	1.5 - 1.5	0.175
2.0	0.133	2.0	0.100	2.0 - 2.0	0.233
2.5	0.167	2.5	0.125	2.5 - 2.5	0.292
3.0	0.200	3.0	0.150	3.0 - 3.0	0.350
3.5	0.233	3.5	0.175	3.5 - 3.5	0.408
4.0	0.267	4.0	0.200	4.0 - 4.0	0.467
4.5	0.300	4.5	0.225	4.5 - 4.5	0.525
5.0	0.333	5.0	0.250	5.0 - 5.0	0.583
5.5	0.367	5.5	0.275	5.5 - 5.5	0.642
6.0	0.400	6.0	0.300	6.0 - 6.0	0.700
6.5	0.433	6.5	0.325	6.5 - 6.5	0.758
7.0	0.467	7.0	0.350	7.0 - 7.0	0.817
7.5	0.500	7.5	0.375	7.5 - 7.5	0.875
8.0	0.533	8.0	0.400	8.0 - 8.0	0.933
8.5	0.567	8.5	0.425	8.5 - 8.5	0.992
9.0	0.600	9.0	0.450	9.0 - 9.0	1.050
9.5	0.633	9.5	0.475	9.5 - 9.5	1.108
10.0	0.667	10.0	0.500	10.0 - 10.0	1.167
10.5	0.700	10.5	0.525	10.5 - 10.5	1.225
11.0	0.733	11.0	0.550	11.0 - 11.0	1.283
11.5	0.767	11.5	0.575	11.5 - 11.5	1.342
12.0	0.800	12.0	0.600	12.0 - 12.0	1.400
12.5	0.833	12.5	0.625	12.5 - 12.5	1.458
13.0	0.867	13.0	0.650	13.0 - 13.0	1.517
13.5	0.900	13.5	0.675	13.5 - 13.5	1.575
14.0	0.933	14.0	0.700	14.0 - 14.0	1.633
14.5	0.967	14.5	0.725	14.5 - 14.5	1.692
15.0	1.000	15.0	0.750	15.0 - 15.0	1.750
15.5	1.033	15.5	0.775	15.5 - 15.5	1.808
16.0	1.067	16.0	0.800	16.0 - 16.0	1.867
16.5	1.100	16.5	0.825	16.5 - 16.5	1.925
17.0	1.133	17.0	0.850	17.0 - 17.0	1.983
17.5	1.167	17.5	0.875	17.5 - 17.5	2.042
18.0	1.200	18.0	0.900	18.0 - 18.0	2.100
18.5	1.233	18.5	0.925	18.5 - 18.5	2.158
19.0	1.267	19.0	0.950	19.0 - 19.0	2.217
19.5	1.300	19.5	0.975	19.5 - 19.5	2.275
20.0	1.333	20.0	1.000	20.0 - 20.0	2.333

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Appendix E
Division Chairs and Lead Counselor Selection Process

Division Chairs

1. All full-time unit members are eligible for the position of Division Chair. Unit members are eligible for a Chair position in any Division regardless of teaching or non-teaching assignment to a designated Division.
2. For the position(s) of Division Chair, the District shall e-mail the position announcement to each full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full-time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.
3. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. The District may re-open the search period if warranted.
4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and two members of the LCFA, appointed by the LCFA President.
5. The Committee shall review all letters of interest and make recommendation(s) to the President/Superintendent, who shall make the final selection(s) and designate the appointment(s).
6. Nothing in this section will abrogate the District's right of assignment.

Accreditation Chair

1. All full-time unit members are eligible for the position of Chair.
2. For the position of Accreditation Chair, the District shall e-mail the position announcement to each full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full-time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.
3. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. The District may re-open the search period if warranted.
4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and one member of the LCFA, appointed by the LCFA President.

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5. The Committee shall review all letters of interest and make recommendation to the Superintendent/President, who shall make the final selection and designate the appointment.
6. Nothing in this section will abrogate the District's right of assignment.

Lead Counselor

1. Only full-time unit members assigned as Counselors (any percentage) are eligible for the position of Lead Counselor
2. For the position of Lead Counselor, the District shall e-mail the position announcement to each eligible full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full-time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.
3. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. The District may re-open the search period if warranted.
4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and one member of the LCFA, appointed by the LCFA President.
5. The Committee shall review all letters of interest and make recommendation to the Superintendent/President, who shall make the final selection and designate the appointment.
6. Nothing in this section will abrogate the District's right of assignment.

Curriculum Chair

1. The Curriculum Committee is a sub-committee of the Academic Senate.
2. The Academic Senate is solely responsible for unit member assignment to the Committee and selection of the Committee Chair.

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**Appendix F
Faculty Evaluation Forms**

The “A” series designation shall be used for full-time instructional faculty evaluation forms:

Form #	Form Title
A	Full-Time Instructional Faculty Evaluation Certification of Completion/Recommendation
A-1	Full-Time Instructional Faculty Self-Evaluation including Professional Responsibilities
A-2	Full-Time Instructional Faculty Materials Review
A-3	Full-Time Instructional Faculty Classroom Visitation
A-3C	Full-Time Instructional Faculty Correspondence Packet Review
A-3N	Full-Time Instructional Faculty Online Site Visit
A-4	Full-Time Instructional Faculty Student Survey – Classroom
A-4C	Full-Time Instructional Faculty Student Survey – Correspondence
A-4N	Full-Time Instructional Faculty Student Survey – Online

The “B” series designation shall be used for adjunct instructional faculty evaluation forms:

Form #	Form Title
B	Adjunct Instructional Faculty Evaluation Certification of Completion/ Recommendation
B-1	Adjunct Instructional Faculty Self-Evaluation including Professional Responsibilities
B-2	Adjunct Instructional Faculty Materials Review
B-3	Adjunct Instructional Faculty Classroom Visitation
B-3C	Adjunct Instructional Faculty Correspondence Packet Review
B-3N	Adjunct Instructional Faculty Online Site Visit
B-4	Adjunct Instructional Faculty Student Survey – Classroom
B-4C	Adjunct Instructional Faculty Student Survey – Correspondence
B-4N	Adjunct Instructional Faculty Student Survey – Online

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The “C” series designation shall be used for full-time non-instructional faculty evaluation forms:

Form #	Form Title
C	Full-Time Non-instructional Faculty Evaluation Certification of Completion/Recommendation
C-1	Full-Time Non-instructional Faculty Self-Evaluation including Professional Responsibilities
C-2	Full-Time Non-instructional Faculty Evaluation
C-4	Full-Time Non-instructional Faculty Student Survey

The “D” series designation shall be used for adjunct non-instructional faculty evaluation forms:

Form #	Form Title
D	Adjunct Non-instructional Faculty Evaluation Certification of Completion/Recommendation
D-1	Adjunct Non-instructional Faculty Self-Evaluation including Professional Responsibilities
D-2	Adjunct Non-instructional Faculty Evaluation
D-4	Adjunct Non-instructional Faculty Student Survey

Each form in each series shall bear the approval date at the bottom of each page of each form.

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Form A Full-Time Faculty Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

**Full - Time Faculty Evaluation
Certification of Completion/Recommendation**

Faculty Member: _____

CHECKLIST OF ACTIVITIES:

DATE COMPLETED:

Notice sent to faculty by 3rd week of semester _____
Pre-evaluation conference 5th /10th week of semester _____
Review of Class materials/Self-evaluation _____
Classroom visits 5th /12th week of semester _____
Student Evaluation Summary _____
Post-evaluation conference prior to finals week _____

Final Evaluation:

Superior More than Satisfactory Satisfactory Needs Improvement Unsatisfactory

Recommendation for non-tenured probationary faculty (Based on Article 6.11, Sections 6.11.1 through 6.11.4 and Article 6.12):

Award 2nd Contract Award 3rd Contract Continue Contract Grant Tenure Termination

Attach additional sheet[s] as necessary. Each sheet shall bear the same four signatures as this cover sheet.

SIGNATURES:

Administrator **Date**

Peer Evaluator **Date**

Peer Evaluator **Date**

Faculty Member* **Date**

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Approved LCFA/LCCD 2/8/2013

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Form A-1 Full-Time Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

**FULL-TIME INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES**

1. Class Organization:

Discuss your typical coursework organization. Comments may include, but are not limited to, lecture style, preferred type of class (lecture, laboratory or one-on-one), descriptions of kinds of assignments and tests you use, type of grader (hard or easy), techniques and strategies attempted that worked well or failed, major strengths or weaknesses as an instructor.

2. Effects on Students:

Describe the effects you believe your instruction has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. Planned efforts/objectives for improving professional competence in teaching:

Comments may include, but are not limited, to such areas as: classes taken, conferences, workshops, seminars, professional training, any professional reading or informal learning experiences such as concerts, exhibits, performance and site visits.

4. College District Activities:

Comments may include, but are not limited to, such areas as: college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), reassigned time responsibilities, division chair or Academic Senate responsibilities, fulfillment of flex and graduation commitments, peer evaluations performed, participation in and completion of program review and participation in student learning outcome assessments.

5. Contribution to the Profession:

Comments may include but are not limited to the following: publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved.

6. Future Professional Objectives:

List any other plan you have for future development as a professional

7. Provide a written evaluation/assessment or the level/degree to which you successfully completed the planned efforts/objectives stated in the previous evaluation process (if applicable).

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Form A-2 Full-Time Instructional Faculty Materials Review

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY MATERIALS REVIEW

NAME OF COURSE: _____ **COURSE NUMBER:** _____

INSTRUCTOR: _____

1. **SYLLABUS COMPARED TO COURSE OUTLINE (course description, text, student learning outcomes, methods of evaluation)**

Comments:

2. **EXAMS/QUIZZES (inclusion of final exam for lecture courses, appropriate level of required writing in transfer level courses)**

Comments:

3. **MATERIALS (Handouts, technology use in class, correspondence packet review etc), if available**

Comments:

4. **SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities beyond classroom instruction, i.e. student learning outcome assessments, committee participation, program review participation, etc.)**

5. **COMMENDATIONS AND RECOMMENDATIONS:**

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Form A-2 Full-Time Instructional Faculty Materials Review

6. EVALUATOR'S OVERALL RECOMMENDATION:

EVALUATOR'S SIGNATURE:

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form A-3 Full -Time Instructional Faculty Classroom Visitation

LASSEN COMMUNITY COLLEGE

**FULL -TIME INSTRUCTIONAL FACULTY
CLASSROOM VISITATION**

(NOT for correspondence or online evaluations)

Faculty Member: _____ **Semester/Year:** _____

Discipline: _____ **Date of Visitation:** _____

Course: _____ **Contract Status:** _____

Number of student enrolled: _____ **Number of students in attendance:** _____

5 =Superior 4 =More than Satisfactory 3 = Satisfactory 2 =Needs Improvement 1 =Unsatisfactory
N/A =Not Applicable to this faculty member.

1. The faculty member appeared knowledgeable in his/her subject area. 5 4 3 2 1 N/A
2. The faculty member was enthusiastic about his/her subject. 5 4 3 2 1 N/A
3. The faculty member was able to explain and clarify difficult aspects of the subject. 5 4 3 2 1 N/A
4. The faculty member was organized and well prepared. 5 4 3 2 1 N/A
5. The faculty member used appropriate and effective methods. 5 4 3 2 1 N/A
6. The faculty member stimulated student participation in discussions when appropriate. 5 4 3 2 1 N/A
7. The faculty member was respectful of student's opinions. 5 4 3 2 1 N/A
8. Overall assessment of workstation visitation. 5 4 3 2 1 N/A

Written comments must be provided:

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form A-3C Full-Time Instructional Faculty Correspondence Packet Review

LASSEN COMMUNITY COLLEGE

**FULL-TIME INSTRUCTIONAL FACULTY
CORRESPONDENCE PACKET REVIEW**

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Packet Review: _____

Syllabus:

- * 1. YES NO Course Number and Title (example-ENGL 1 – College Composition)
- * 2. YES NO Course Description
- * 3a. YES NO **Community Students:** Instructor's Name and Contact Information including office hours and email address.
- * 3b. YES NO **Incarcerated Students:** Correspondence Office Contact Information:
Correspondence Office, P.O. Box 3000, Susanville, CA 96130 – *no instructor email or phone and instructions include:*
 - *"Instructor last name and course number placed in upper left corner of envelope*
 - *Student's name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope*
- * 4. YES NO Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
- * 5. YES NO Course Student Learning Outcomes
- * 6. YES NO Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- 7. YES NO Request proctored exams or other specific means to match students with their work
- * 8. YES NO Course Syllabus matches Course Outline approved by the Curriculum Committee
- * 9. YES NO Course Timeline/Calendar including a timeline of all readings, assignments and due dates
- * 10. YES NO Key dates: Specific Last Day to Add/Drop
- * 11. YES NO Current Semester/Year
- * 12. YES NO Textbook Requirements (including ISBN and Edition)

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Course Content:

- *13. YES NO Lecture Notes
- *14. YES NO Feedback sheets – Q and A feedback
- *15. YES NO Appropriate replacement of in-class assignments/exercises
- *16. YES NO Appropriate number and rigor of exams and other methods of evaluation
- *17. YES NO Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class –packet replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ **Date:** _____

***Required**

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Correspondence Handbook (Approved by Academic Senate June 6, 2012)

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Form A-3N Full-Time Instructional Faculty Online Site Visit

LASSEN COMMUNITY COLLEGE
FULL-TIME INSTRUCTIONAL FACULTY
ONLINE SITE VISIT

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Online Visit: _____

Syllabus:

1. YES NO Course Number and Title (example-ENGL 1 – College Composition)
2. YES NO Course Description
3. YES NO Instructor's Name and Contact Information including office hours and email address.
4. YES NO Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
5. YES NO Course Student Learning Outcomes
6. YES NO Instructors plan for classroom response time and feedback for emails and assignments is clearly explained.
7. YES NO Etiquette expectations for online discussions, email, and other forms of communication are stated clearly.
8. YES NO Course Syllabus matches approved Course Outline of Record
9. YES NO Course Timeline/Calendar including a timeline of all readings, assignments and due dates
10. YES NO Key dates: Specific Last Day to Add/Drop
11. YES NO Current Semester/Year
12. YES NO Textbook Requirements (including ISBN and Edition)

Course Content:

13. YES NO Lecture Material
14. YES NO Class is arranged in weekly sections
15. YES NO Appropriate replacement of in-class assignments/exercises with clear instructions on how to use each icon.
16. YES NO Appropriate number and rigor of exams and other methods of evaluation

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17. YES NO Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class online curriculum replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)
18. YES NO Introduction Forum where students introduce themselves
19. YES NO Forums where students can interact throughout the semester

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ **Date:** _____

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Handbook for Online Instructors (Approved by Academic Senate September 25, 2012)

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Form A-4 Full-Time Instructional Faculty Student Survey-Classroom

LASSEN COMMUNITY COLLEGE

**FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY-CLASSROOM**

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor listed below. Please spend a few minutes filling out the form and return it to the person who gave it to you.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE OF CLASS EVALUATION: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 = Superior

4 = More than Satisfactory

3 = Satisfactory

2 = Needs Improvement

1 = Unsatisfactory

N/A = Not Applicable

Clearly explained course requirements 5 4 3 2 1

Clearly explained how you earn your grade 5 4 3 2 1

Seems knowledgeable in the subject 5 4 3 2 1

Is well prepared for class 5 4 3 2 1

Is punctual in meeting and dismissing class 5 4 3 2 1

Presents lessons in a clear and organized manner 5 4 3 2 1

Displays enthusiasm in teaching the course 5 4 3 2 1

Motivates interest in the subject area 5 4 3 2 1

Encourages students to participate in class 5 4 3 2 1

Accepts different points of view 5 4 3 2 1

Gives tests that relate to the materials presented and assigned 5 4 3 2 1

Returns tests, assignments and written work promptly 5 4 3 2 1

Gives helpful feedback on assignments and written work 5 4 3 2 1

Is willing to assist individual students 5 4 3 2 1

Is flexible and willing to change explanations when students are having difficulty 5 4 3 2 1

Uses required textbook(s) Yes No

Does the instructor provide beneficial supplemental materials? Yes No

Does the instructor make clear where you can seek help? Yes No

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Is this instructor meeting your learning needs?
 Would you take another class from this instructor?
 Are the instructor's tests fair?
 Are the instructor's standards
 Does the instructor relate well to students?

Yes No
 Yes No
 Yes No
 Too High OK Too Low
 All Most Few

Additional Written Comments:

Please describe what you think this instructor does well that helps you learn:

Please provide suggestions that this instructor could implement to help you learn better:

A Word About You

I expect to receive the following in this class

A B C D F

So far this semester I have missed:

No meetings of this class

One class meeting

Two to five meetings of this class

More than five class meetings

I ask the instructor for help:


More than once per class meeting

Once a class meeting

Once a week

Occasionally

Never

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Form A-4C Full-Time Instructional Faculty Student Survey-Correspondence

LASSEN COMMUNITY COLLEGE

**FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY- CORRESPONDENCE**

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return form directly to

Lassen Community College
Attention: Office of Instruction
P.O. Box 3000
Susanville, CA 96130

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

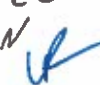
PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

- | | |
|-----------------------------------|------------------------------|
| 5 = Superior | 2 = Needs Improvement |
| 4 = More than Satisfactory | 1 = Unsatisfactory |
| 3 = Satisfactory | N/A = Not Applicable |

Instructor:

- | | | | | | | |
|--|--|-----------------------------|----------------------------------|----------------------------|----------------------------|------------------------------|
| Does the instructor seem knowledgeable in the subject? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor clearly explain the course requirements? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor clearly explain how you earn your grade? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor explain assignment and test expectations? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor respond to your questions? | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Is the response to your questions timely? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor answer your questions in sufficient detail? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Are your tests and/or homework returned promptly? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Does the instructor material adequately supplement the text? | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| Are the instructor's tests fair? | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Does the correspondence packet adequately replace classroom instruction? | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Would you take another class from this instructor? | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| How often do receive communications from the instructor? | | | | | | |
| At least once every week | <input type="checkbox"/> | Rarely | <input type="checkbox"/> | | | |
| Once a month | <input type="checkbox"/> | Not at all | <input type="checkbox"/> | | | |
| Every other month | <input type="checkbox"/> | | | | | |
| Are the instructor's standards | Too High <input type="checkbox"/> | OK <input type="checkbox"/> | Too Low <input type="checkbox"/> | | | |

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Form A-4C Full-Time Instructional Faculty Student Survey-Correspondence

Written Comments About the Instructor:

Please describe what you think this instructor does well that helps you learn:

Please provide suggestions that this instructor could implement to help you learn better:

Correspondence Delivery:

- Did you receive your correspondence packet in a timely manner? Yes No
Did you receive other communications in a timely manner? Yes No
Is it clear how to communicate with your instructor? Yes No
Would you take another correspondence class? Yes No

Written Comments About Correspondence Delivery Method:

A Word About You

I expect to receive the following in this class A B C D F

I send questions to the instructor:

- | | | | |
|--------------------------|--------------------------|-------------------|--------------------------|
| At least once every week | <input type="checkbox"/> | Every other month | <input type="checkbox"/> |
| Once a month | <input type="checkbox"/> | Occasionally | <input type="checkbox"/> |
| | | Never | <input type="checkbox"/> |

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Form A-4N Full-Time Instructional Faculty Student Survey – Online

LASSEN COMMUNITY COLLEGE

**FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY - ONLINE**

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return e-mailed form directly to LCCAcademicsservices@lassencollege.edu and NOT your instructor.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior

4 =More than Satisfactory

3 = Satisfactory

2 =Needs Improvement

1 =Unsatisfactory

N/A =Not Applicable

Instructor:

Does the instructor seem knowledgeable in the subject? 5 4 3 2 1 N/A

Does the instructor clearly explain the course requirements? 5 4 3 2 1 N/A

Does the instructor clearly explain how you earn your grade? 5 4 3 2 1 N/A

Does the instructor explain assignment and test expectations? 5 4 3 2 1 N/A

Does the instructor respond to your questions? Yes No

Is the response to your questions timely? 5 4 3 2 1 N/A

Does the instructor answer your questions in sufficient detail? 5 4 3 2 1 N/A

Are your tests and/or homework evaluated promptly? 5 4 3 2 1 N/A

Does the instructor material adequately supplement the text? 5 4 3 2 1 N/A

Does the instructor allow sufficient time to complete assignments and tests? Yes No

Are the instructor's tests fair? Yes No

Does the online experience adequately replace classroom instruction? Yes No

Would you take another class from this instructor? Yes No

Are the instructor's standards Too High OK Too Low

Written Comments About the Instructor:

Please describe what you think this instructor does well that helps you learn:

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Form A-4N Full-Time Instructional Faculty Student Survey – Online

Please provide suggestions that this instructor could implement to help you learn better:

Online Delivery:

- Were you able to access your online course in a timely manner? Yes No
- Did you receive communications in a timely manner? Yes No
- Are the instructions to navigate this online course clear? Yes No
- Would you take another online class? Yes No

Written Comments About Online Delivery Method:

A Word About You

I expect to receive the following in this class

A B C D F

I am online:

More than four time a week

Less than four times a week

Four time a week

Rarely

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Form B-1 Adjunct Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

**ADJUNCT INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES**

1. Class Organization:

Discuss your typical coursework organization. Comments may include, but are not limited to, lecture style, preferred type of class (lecture, laboratory or one-on-one), descriptions of kinds of assignments and tests you use, type of grader (hard or easy), techniques and strategies attempted that worked well or failed, major strengths or weaknesses as an instructor.

2. Effects on Students:

Describe the effect you believe your instruction has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. College District Activities:

Comments to include, but not limited to participation in student learning outcome assessments.

4. Provide a written evaluation/assessment or the level/degree to which you successfully addressed the recommendations stated in your previous evaluation (if applicable).

5. Other Related Information:

List any other information you wish to include in your evaluation. Comments may include but are not limited to the following: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits performance and site visits, college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved, or plans you have for future development as a professional.

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Form B-2 Adjunct Instructional Faculty Materials Review

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY MATERIALS REVIEW

NAME OF COURSE: _____ **COURSE NUMBER:** _____

INSTRUCTOR: _____

1. SYLLABUS COMPARED TO COURSE OUTLINE (course description, text, student learning outcomes, methods of evaluation)

Comments:

2. EXAMS/QUIZZES (inclusion of final exam for lecture courses, appropriate level of required writing in transfer level courses)

Comments:

3. MATERIALS (Handouts, technology use in class, correspondence packet review, etc), if available

Comments:

4. SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities beyond classroom instruction i.e. student learning outcome assessments, etc.)

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Form B-2 Adjunct Instructional Faculty Materials Review

5. COMMENDATIONS AND RECOMMENDATIONS:

6. EVALUATOR'S OVERALL RECOMMENDATION:

EVALUATOR'S SIGNATURE:

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form B-3 Adjunct Instructional Faculty Classroom Visitation

LASSEN COMMUNITY COLLEGE
ADJUNCT INSTRUCTIONAL FACULTY
CLASSROOM VISITATION
(NOT for correspondence or online evaluations)

Faculty Member: _____ Semester/Year: _____

Discipline: _____ Date of Visitation: _____

Course: _____

Number of student enrolled: _____ Number of students in attendance: _____

Rate each item on the following scale:

5 = Superior 4 = More than Satisfactory 3 = Satisfactory 2 = Needs Improvement 1 = Unsatisfactory
N/A = Not Applicable to this faculty member.

- 1. The faculty member appeared knowledgeable in his/her subject area. 5 4 3 2 1 N/A
- 2. The faculty member was enthusiastic about his/her subject. 5 4 3 2 1 N/A
- 3. The faculty member was able to explain and clarify difficult aspects of the subject. 5 4 3 2 1 N/A
- 4. The faculty member was organized and well prepared. 5 4 3 2 1 N/A
- 5. The faculty member used appropriate and effective methods. 5 4 3 2 1 N/A
- 6. The faculty member stimulated student participation in discussions when appropriate. 5 4 3 2 1 N/A
- 7. The faculty member was respectful of student's opinions. 5 4 3 2 1 N/A
- 8. Overall assessment of workstation visitation. 5 4 3 2 1 N/A

Written comments must be provided:

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form B-3C Adjunct Instructional Faculty Correspondence Packet Review

LASSEN COMMUNITY COLLEGE

**ADJUNCT INSTRUCTIONAL FACULTY
CORRESPONDENCE PACKET REVIEW**

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Packet Review: _____

Syllabus:

- * 1. YES NO Course Number and Title (example-ENGL 1 – College Composition)
- * 2. YES NO Course Description
- * 3a. YES NO **Community Students:** Instructor’s Name and Contact Information including email address.
- * 3b. YES NO **Incarcerated Students:** Correspondence Office Contact Information:
Correspondence Office, P.O. Box 3000, Susanville, CA 96130 – *no instructor email or phone and instructions include:*
 - *“Instructor last name and course number placed in upper left corner of envelope*
 - *Student’s name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope*
- * 4. YES NO Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
- * 5. YES NO Course Student Learning Outcomes
- * 6. YES NO Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- 7. YES NO Request proctored exams or other specific means to match students with their work
- * 8. YES NO Course Syllabus matches Course Outline approved by the Curriculum Committee
- * 9. YES NO Course Timeline/Calendar including a timeline of all readings, assignments and due dates
- *10. YES NO Key dates: Specific Last Day to Add/Drop
- *11. YES NO Current Semester/Year
- *12. YES NO Textbook Requirements (including ISBN and Edition)

Course Content:

- *13. YES NO Lecture Notes
- *14. YES NO Feedback sheets – Q and A feedback

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Form B-3C Adjunct Instructional Faculty Correspondence Packet Review

- *15. YES NO Appropriate replacement of in-class assignments/exercises
- *16. YES NO Appropriate number and rigor of exams and other methods of evaluation
- *17. YES NO Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class –packet replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

Commendations:


Recommendations:

Overall Recommendation:

Evaluated by: _____ **Date:** _____

***Required**

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Correspondence Handbook (Approved by Academic Senate June 6, 2012)

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Form B-3N Adjunct Instructional Faculty Online Site Visit

**LASSEN COMMUNITY COLLEGE
ADJUNCT INSTRUCTIONAL FACULTY
ONLINE SITE VISIT**

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Online Visit: _____

Syllabus:

1. YES NO Course Number and Title (example-ENGL 1 – College Composition)
2. YES NO Course Description
3. YES NO Instructor's Name and Contact Information including office hours and email address.
4. YES NO Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
5. YES NO Course Student Learning Outcomes
6. YES NO Instructors plan for classroom response time and feedback for emails and assignments is clearly explained.
7. YES NO Etiquette expectations for online discussions, email, and other forms of communication are stated clearly.
8. YES NO Course Syllabus matches approved Course Outline of Record
9. YES NO Course Timeline/Calendar including a timeline of all readings, assignments and due dates
10. YES NO Key dates: Specific Last Day to Add/Drop
11. YES NO Current Semester/Year
12. YES NO Textbook Requirements (including ISBN and Edition)

Course Content:

13. YES NO Lecture Material
14. YES NO Class is arranged in weekly sections
15. YES NO Appropriate replacement of in-class assignments/exercises with clear instructions on how to use each icon.
16. YES NO Appropriate number and rigor of exams and other methods of evaluation
17. YES NO Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class online curriculum replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

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18. YES NO Introduction Forum where students introduce themselves

19. YES NO Forums where students can interact throughout the semester

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ Date: _____

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Handbook for Online Instructors (Approved by Academic Senate September 25, 2012)

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Form B-4 Adjunct Instructional Faculty Student Survey-Classroom

LASSEN COMMUNITY COLLEGE

**ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY-CLASSROOM**

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor listed below. Please spend a few minutes filling out the form and return it to the person who gave it to you.

NAME OF COURSE: _____ COURSE NUMBER: _____

DATE OF CLASS EVALUATION: _____ INSTRUCTOR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 = Superior

4 = More than Satisfactory

3 = Satisfactory

2 = Needs Improvement

1 = Unsatisfactory

N/A = Not Applicable

Clearly explained course requirements 5 4 3 2 1

Clearly explained how you earn your grade 5 4 3 2 1

Seems knowledgeable in the subject 5 4 3 2 1

Is well prepared for class 5 4 3 2 1

Is punctual in meeting and dismissing class 5 4 3 2 1

Presents lessons in a clear and organized manner 5 4 3 2 1

Displays enthusiasm in teaching the course 5 4 3 2 1

Motivates interest in the subject area 5 4 3 2 1

Encourages students to participate in class 5 4 3 2 1

Accepts different points of view 5 4 3 2 1

Gives tests that relate to the materials presented and assigned 5 4 3 2 1

Returns tests, assignments and written work promptly 5 4 3 2 1

Gives helpful feedback on assignments and written work 5 4 3 2 1

Is willing to assist individual students 5 4 3 2 1

Is flexible and willing to change explanations when students are having difficulty 5 4 3 2 1

Uses required textbook(s) Yes No

Does the instructor provide beneficial supplemental materials? Yes No

Does the instructor make clear where you can seek help? Yes No

Approved LCFA/LCCD 2/8/2013

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Form B-4 Adjunct Instructional Faculty Student Survey-Classroom

Is this instructor meeting your learning needs? Yes No
Would you take another class from this instructor? Yes No
Are the instructor's tests fair? Yes No

Are the instructor's standards Too High OK Too Low
Does the instructor relate well to students? All Most Few

Additional Written Comments:

Please describe what you think this instructor does well that helps you learn:

Please provide suggestions that this instructor could implement to help you learn better:

A Word About You

I expect to receive the following in this class A B C D F

So far this semester I have missed:

No meetings of this class Two to five meetings of this class
One class meeting More than five class meetings

I send questions to the instructor:

At least once every week Every other month
Once a month Occasionally
Never

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Form B-4C Adjunct Instructional Faculty Student Survey-Correspondence

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY- CORRESPONDENCE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return form directly to

Lassen Community College
Attention: Office of Instruction
P.O. Box 3000
Susanville, CA 96130

NAME OF COURSE: _____ COURSE NUMBER: _____

DATE: _____ INSTRUCTOR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior

4 =More than Satisfactory

3 = Satisfactory

2 =Needs Improvement

1 =Unsatisfactory

N/A =Not Applicable

Instructor:

- Does the instructor seem knowledgeable in the subject? 5 4 3 2 1 N/A
- Does the instructor clearly explain the course requirements? 5 4 3 2 1 N/A
- Does the instructor clearly explain how you earn your grade? 5 4 3 2 1 N/A
- Does the instructor explain assignment and test expectations? 5 4 3 2 1 N/A

Does the instructor respond to your questions? Yes No

Is the response to your questions timely? 5 4 3 2 1 N/A

Does the instructor answer your questions in sufficient detail? 5 4 3 2 1 N/A

Are your tests and/or homework returned promptly? 5 4 3 2 1 N/A

Does the instructor material adequately supplement the text? 5 4 3 2 1 N/A

Are the instructor's tests fair? Yes No

Does the correspondence packet adequately replace classroom instruction? Yes No

Would you take another class from this instructor? Yes No

How often do receive communications from the instructor?

- At least once every week Rarely
- Once a month Not at all
- Every other month

Are the instructor's standards Too High OK Too Low

Approved LCFA/LCCD 2/8/2013

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Form B-4C Adjunct Instructional Faculty Student Survey-Correspondence

Written Comments About the Instructor:

Please describe what you think this instructor does well that helps you learn:

Please provide suggestions that this instructor could implement to help you learn better:

Correspondence Delivery:

- Did you receive your correspondence packet in a timely manner? Yes No
- Did you receive other communications in a timely manner? Yes No
- Is it clear how to communicate with your instructor? Yes No
- Would you take another correspondence class? Yes No

Written Comments About Correspondence Delivery Method:

A Word About You

I expect to receive the following in this class

A B C D F

I send questions to the instructor:

At least once every week
Once a month

Every other month
Occasionally
Never

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Form B-4N Adjunct Instructional Faculty Student Survey - Online

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY - ONLINE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return e-mailed form directly to LCCAcademicsservices@lassencollege.edu and NOT your instructor.

NAME OF COURSE: _____ COURSE NUMBER: _____

DATE: _____ INSTRUCTOR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior

4 =More than Satisfactory

3 = Satisfactory

2 =Needs Improvement

1 =Unsatisfactory

N/A =Not Applicable

Instructor:

Does the instructor seem knowledgeable in the subject? 5 4 3 2 1 N/A

Does the instructor clearly explain the course requirements? 5 4 3 2 1 N/A

Does the instructor clearly explain how you earn your grade? 5 4 3 2 1 N/A

Does the instructor explain assignment and test expectations? 5 4 3 2 1 N/A

Does the instructor respond to your questions? Yes No
Is the response to your questions timely? 5 4 3 2 1 N/A

Does the instructor answer your questions in sufficient detail? 5 4 3 2 1 N/A

Are your tests and/or homework evaluated promptly? 5 4 3 2 1 N/A

Does the instructor material adequately supplement the text? 5 4 3 2 1 N/A

Does the instructor allow sufficient time to complete assignments and tests? Yes No

Are the instructor's tests fair? Yes No

Does the online experience adequately replace classroom instruction? Yes No

Would you take another class from this instructor? Yes No

Are the instructor's standards Too High OK Too Low

Written comments about the Instructor:

Please describe what you think this instructor does well that helps you learn:

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Form B-4N Adjunct Instructional Faculty Student Survey - Online

Please provide suggestions that this instructor could implement to help you learn better:

Online Delivery:

- Were you able to access your online course in a timely manner? Yes No
- Did you receive communications in a timely manner? Yes No
- Are the instructions to navigate this online course clear? Yes No
- Would you take another online class? Yes No

Written Comments About Online Delivery Method:

A Word About You

I expect to receive the following in this class A B C D F

- I am online:
- | | | | |
|-----------------------------|--------------------------|------------------|--------------------------|
| More than four time a week | <input type="checkbox"/> | Four time a week | <input type="checkbox"/> |
| Less than four times a week | <input type="checkbox"/> | Rarely | <input type="checkbox"/> |

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Form C-1 Full-Time Non-Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

**FULL-TIME NON-INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES**

1. Organization:

Discuss the major objectives of your position for the academic year. Include major elements of your job description and objectives for full-filling them.

2. Effects on Students:

Describe the effects you believe your position (counseling, Director of Academic Resourceship, etc) has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. Planned efforts/objectives for improving professional competence

Comments may include, but are not limited, to such areas as: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits performance and site visits.

4. College District Activities:

Comments may include, but are not limited to, such areas as: college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), reassigned time responsibilities, division chair or academic senate responsibilities, fulfillment of flex and graduation commitments, peer evaluations performed, participation in and completion of program review and participation in student learning outcome assessments.

5. Contribution to the Profession:

Comments may include but are not limited to the following: publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved.

6. Future Professional Objectives:

List any other plan you have for future development as a professional

7. Provide a written evaluation/assessment or the level/degree to which you successfully completed the planned efforts/objectives stated in the previous evaluation process (if applicable).

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Form C-2 Full-Time Non-Instructional Faculty Evaluation

LASSEN COMMUNITY COLLEGE

FULL-TIME NON-INSTRUCTIONAL FACULTY EVALUATION

Faculty Member: _____ **Date:** _____

Faculty Member Assignment or Designation: _____

1. **SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities i.e. student learning outcome assessment, committee participation, program review participation, etc.)**

2. **FACULTY MEMBER INTERVIEW (to be conducted in faculty member's work space):**

3. **COMMENDATIONS AND RECOMMENDATIONS:**

4. **EVALUATOR'S OVERALL RECOMMENDATION:**

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form C-4 Full-Time Non-Instructional Faculty Student Survey

LASSEN COMMUNITY COLLEGE

**FULL-TIME NON-INSTRUCTIONAL FACULTY
STUDENT SURVEY**

TO THE STUDENT:

You are being asked to complete a brief evaluation of the Counselor, Director of Academic Resources, Work Experience Coordinator or Special Coordinator listed below. Please spend a few minutes filling out the Survey and return it to the person noted below. The faculty member will not see your survey; the results of all student surveys will be compiled by an administrative assistant; those results will be give to the faculty member by the appropriate Educational Administrator.

FACULTY MEMBER: _____

Faculty member Assignment or Designation: _____

RETURN THE COMPLETED SURVEY TO: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 = Superior

4 = More than Satisfactory

3 = Satisfactory

2 = Needs Improvement

1 = Unsatisfactory

FOR COUNSELING FACULTY ONLY:

Identify the type of service you sought from this counselor:

Academic Personal Career Vocational Other Counseling

Were you able to access a counselor in a reasonable period of time? 5 4 3 2 1

The counselor explained the course options available for my needs. 5 4 3 2 1

The counselor prepared or revised my education plan . 5 4 3 2 1

The counselor satisfactorily answered my question[s]. 5 4 3 2 1

FOR ALL FACULTY (Including Counselors):

The faculty member made a sincere effort to answer your questions or to meet your stated needs. 5 4 3 2 1

The faculty member was courteous. 5 4 3 2 1

The faculty member displayed enthusiasm for me and my plans. 5 4 3 2 1

Would you return for further assistance from this faculty member? 5 4 3 2 1

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Form C-4 Full-Time Non-Instructional Faculty Student Survey

Please provide any additional comments you deem appropriate that were not addressed by the above questions or statements:

Your faculty member would like to know if there is something you believe he/she has done especially well in the delivery of services to you:

Your faculty member would also like to know what specific thing you believe might be done to improve his/her delivery of services to you:

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Form D Adjunct Non-instructional Faculty Evaluation Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

Adjunct Non-Instructional Faculty Evaluation
Certification of Completion/Recommendation

Faculty Member: _____

Faculty Member Assignment or Designation: _____

CHECKLIST OF ACTIVITIES:

DATE COMPLETED:

Notice sent to faculty by 3rd week of semester _____

Pre-evaluation conference 5th/10th week of semester _____

Review of Self-Evaluation/Interview _____

Student Evaluation Summary _____

Post-evaluation conference prior the end of the semester _____

Final Evaluation:

Superior More than Satisfactory Satisfactory Needs Improvement Unsatisfactory

Recommendation:

Continuation in adjunct faculty pool Removal from adjunct faculty pool

SIGNATURES:

ADMINISTRATOR

DATE

FACULTY MEMBER*

DATE

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

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Form D-1 Adjunct Non-Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

**ADJUNCT NON-INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES**

1. Organization:

Discuss the major objectives of your position for the academic year. Include major elements of your job description and objectives for full-filling them.

2. Effects on Students:

Describe the effect you believe your position (counseling, Director of Academic Resources, etc.) has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. College District Activities:

Comments to include, but are not limited to participation in student learning outcome assessments.

4. Provide a written evaluation/assessment or the level/degree to which you successfully addressed the recommendations stated in your previous evaluation (if applicable).

5. Other Related Information:

List any other information you wish to include in your evaluation. Comments may include but are not limited to the following: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits, performance and site visits, college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved, or plans you have for future development as a professional.

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Form D-2 Adjunct Non-Instructional Faculty Evaluation

LASSEN COMMUNITY COLLEGE

ADJUNCT NON-INSTRUCTIONAL FACULTY EVALUATION

Faculty Member: _____ **Date:** _____

Faculty Member Assignment or Designation: _____

- 1. SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities i.e. student learning outcome assessment, etc.)**

- 2. FACULTY MEMBER INTERVIEW (to be conducted in faculty member's work space):**

- 3. COMMENDATIONS AND RECOMMENDATIONS:**

- 4. EVALUATOR'S OVERALL RECOMMENDATION:**

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

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Form D-4 Adjunct Non-Instructional Faculty Student Survey

LASSEN COMMUNITY COLLEGE

ADJUNCT NON-INSTRUCTIONAL FACULTY STUDENT SURVEY

TO THE STUDENT:

You are being asked to complete a brief evaluation of the Counselor, Director of Academic Resources, Work Experience Coordinator or Special Coordinator listed below. Please spend a few minutes filling out the Survey and return it to the person noted below. The faculty member will not see your survey; the results of all student surveys will be compiled by an administrative assistant; those results will be give to the faculty member by the appropriate Educational Administrator.

FACULTY MEMBER: _____

Faculty member Assignment or Designation: _____

RETURN THE COMPLETED SURVEY TO: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

- 5 =Superior
- 4 =More than Satisfactory
- 3 = Satisfactory
- 2 =Needs Improvement
- 1 =Unsatisfactory

FOR COUNSELING FACULTY ONLY:

Identify the type of service you sought from this counselor:

- Academic
- Personal
- Career
- Vocational
- Other Counseling

- Were you able to access a counselor in a reasonable period of time? 5 4 3 2 1
- The counselor explained the course options available for my needs. 5 4 3 2 1
- The counselor prepared or revised my education plan. 5 4 3 2 1
- The counselor satisfactorily answered my question[s]. 5 4 3 2 1

FOR ALL FACULTY (Including Counselors):

- The faculty member made a sincere effort to answer your questions or to meet your stated needs. 5 4 3 2 1
- The faculty member was courteous. 5 4 3 2 1
- The faculty member displayed enthusiasm for me and my plans. 5 4 3 2 1
- Would you return for further assistance from this faculty member? 5 4 3 2 1

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Form D-4 Adjunct Non-Instructional Faculty Student Survey

Please provide any additional comments you deem appropriate that were not addressed by the above questions or statements:

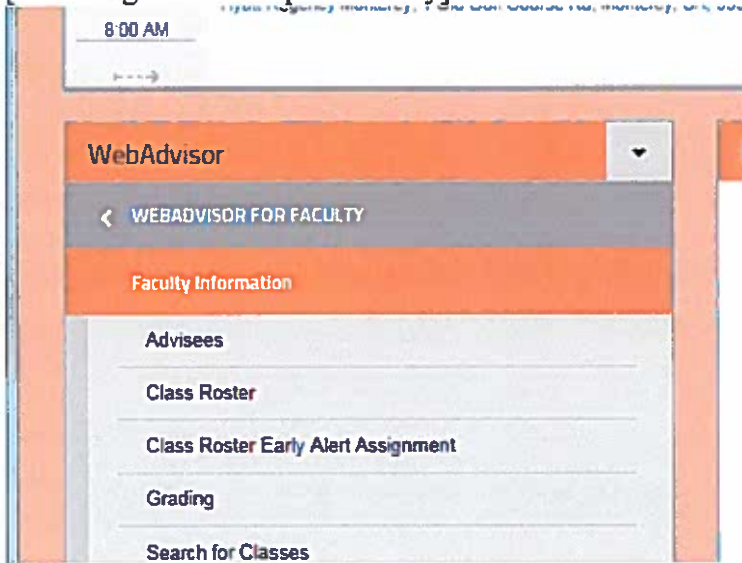
Your faculty member would like to know if there is something you believe he/she has done especially well in the delivery of services to you:

Your faculty member would also like to know what specific thing you believe might be done to improve his/her delivery of services to you:

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Appendix G Miscellaneous Forms

[Lead Page Here – Alphabetically]



Class Roster Early Alert Assignment

Section Name and Title	Term	Start Date	End Date	Meeting Information	Location	Reg/Avail/Wait
MATH-103-M3533 (3533) Elementary Algebra	2017 Spring	01/17/17	05/26/17	01/17/2017-05/26/2017 Lecture Monday, Wednesday 01:00PM - 02:15PM, Math Science Bldg, Room 121 01/17/2017-05/26/2017 Lab Tuesday, Thursday 01:00PM - 02:15PM, Math Science Bldg, Room 121	Main Campus	11 / 13 / 0

OR: Select a term or date range to change your class list Term Start Date End Date

Class Roster Early Alert Assignment

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
MATH-103-M3533 (3533) Elementary Algebra	R. Stevenson, R. Stevenson, D. Conley, D. Conley	01/17/2017-05/26/2017 Lecture Monday, Wednesday 01:00PM - 02:15PM, Math Science Bldg, Room 121 01/17/2017-05/26/2017 Lab Tuesday, Thursday 01:00PM - 02:15PM, Math Science Bldg, Room 121	11 / 13 / 0

-- Select a different course section

Student ID	RA	Attendance	Low Test Scores	Missed Assignments	Classroom Concern	Tutor Requested	Notes
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Security Access Messages
None

Early Alert Counseling Form (To be included after completion)

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**Appendix H
Intellectual Property Rights**

Lassen Community College District Policy

CCLC No. 3715

General Institution

BP 3715 INTELLECTUAL PROPERTY

References:

17 U.S. Code Sections 101 et seq.;

35 U.S. Code Sections 101 et seq.;

37 Code of Federal Regulations (C.F.R.) Sections 1.1 et seq.;

Education Code Section 32360;

Education Code Section 32361;

Education Code Section 72207;

Education Code Section 81459.

The Governing Board recognizes that employees of the District may, in carrying out their professional responsibilities, develop intellectual property for use in the educational program. Under applicable law, the Lassen Community College District owns intellectual property created by employees within the scope of employment except as otherwise specified in the District's Board Approved Administrative Procedure No. 3715.

The Superintendent/President shall administer Administrative Procedure No. 3715 to fulfill this Board Policy.

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General Institution

AP 3715 INTELLECTUAL PROPERTY

References:

- 17 U.S. Code Sections 101 et seq.;
- 35 U.S. Code Sections 101 et seq.;
- 37 Code of Federal Regulations (C.F.R.) 1.1 et seq.;
- Education Code Section 32360;
- Education Code Section 32361;
- Education Code Section 72207;
- Education Code Section 81459.

The intellectual property procedure shall be interpreted consistent with other District policies, including, but not limited to, the District’s policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements.

Definitions

For the purposes of this procedure, the following definitions apply to the following words or phrases:

“**Administrative Activity**” means the execution of the District’s management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

“**Course Materials**” means materials prepared for use in teaching, fixed or unfixed, in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes, and materials, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

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“Course Syllabus” means a document that includes information about the outline, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

“Creator” means an individual who alone or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

“Digital Encoded Work” means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.

“District Resources” means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

“Employee” means an individual employed by the District, and shall include full-time and adjunct faculty, classified staff, student employees, appointed personnel, persons with "no salary" appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

“Intellectual Property” means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership which are recognized and protected from unauthorized exploitation by law. Examples of intellectual property include scholarly, artistic, and instructional materials.

“Student” means an individual who was or is enrolled in a class or program at the District at the time the intellectual property was created.

“Student Employee” means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

“Substantial Use of District Resources” means financial or technical support over and above the cost of the individual faculty’s normal compensation (regular and/or overload), and/or over and above the Ordinary Support provided to similarly situated faculty members by the District.

“Ordinary Support” means reasonable use of the following resources generally made available to similarly situated faculty members: common areas or assigned office space, office computer, local phone use, library use, technical support, and software packages generally made available to the community at large and/or to the faculty member for specific use in the normal course of their employment, and office supplies required for specific use in the normal course of faculty members’ employment.

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“Work” means an “original work of authorship fixed in a tangible medium” as used in the Copyright Act.

Ownership of Intellectual Property

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement. (See Form A: Work Made For Hire Agreement and Form B: Contract under which Employee Keeps Copyright of the Work and Gives District a License to Use/Exploit Work).

Faculty Intellectual Property Rights – A faculty member who is the creator of an academic work in his/her field of expertise owns the copyright in that work when the academic works are created without Substantial Use of District Resources. Academic works include textbooks, lecture notes or presentations, correspondence course packets, on-line course content shells, media programs, audio and video materials, syllabi and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than Ordinary Support. Academic works described in this paragraph are owned by the faculty member even though such works may have been developed within the faculty member’s scope of employment or modified by the District to meet academic adjustment needs of students as determined by the District to be reasonably required by law and/or District Policy.

Employee Intellectual Property Rights – Intellectual property unrelated to an individual's employment responsibilities at the District that is developed on an individual’s own time without the District’s support or use of District resources is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

District Intellectual Property Rights – The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

1. If intellectual property is created through the District’s administrative activities by an employee working within his/her scope of employment; or
2. If intellectual property is created by an employee executing a duty or specific assignment designated by the District; or
3. If intellectual property is created through the Substantial Use of District Resources; or
4. If intellectual property is commissioned by the District pursuant to a signed contract; or
5. If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or
6. If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

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Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The Superintendent/President may waive the District's interests in its intellectual property by executing a written waiver.

Student Intellectual Property Rights – District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District:

1. Intellectual property created to meet course requirements using college or District resources, and
2. Intellectual property created using resources available to the public.

Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

Modification of Ownership Rights

The general provisions for ownership of intellectual property rights set forth in Section II may be modified by the parties as follows:

Sabbatical Works – Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees during a sabbatical (substantial use District resources), the parties may enter into an written agreement to define the District and employee's intellectual property rights in the sabbatical work.

Assignment of Rights – When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his/her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties.

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After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

Sponsorship Agreements – A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures, books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsored agreement states otherwise. Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

Collaboration/Partnership Agreements – The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

Special Commissions – Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District and the employee shall enter into a written agreement for creation of the specially commissioned work.

Encoded Works/Software for Administrative Activities – The District may hire an individual or entity to develop software or other encoded works, to be used in the District's administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee's own initiative, if the work is related to the employee's job responsibilities. For example, if an employee in the student records office creates a software program, on his/her own initiative, that will organize student records, such work is related to the employee's job duties and will belong to the District. Where an employee creates a program that does not relate to his/her job duties, and that program was created on the employee's own time and without District resources, the work belongs to the employee.

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Collective Bargaining Agreement – In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

Work Acquired by Assignment or Will – The District may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

Materials Implicating Third Party Rights

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties. District employees and students with questions or concerns regarding third party rights should direct all inquiries to the Chief Instructional Officer.

Intellectual Property Coordinator

The Chief Instructional Officer shall be the District's Intellectual Property Coordinator. The coordinator shall administer this procedure and will implement the District's Intellectual Property Policy. The Intellectual Property Coordinator will also monitor the development and use of the District's Intellectual Property. Any questions relating to the applicability of the District Intellectual Property or this procedure may be directed and answered by the Intellectual Property Coordinator.

Preservation of Intellectual Property Right

Protection of Rights – The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

Payment of Costs – The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights.

Commercialization of Intellectual Property

Right of Commercialization – The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

Distribution of Proceeds – An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in

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royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

Intellectual Property Account – The District shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The Chief Instructional Officer may use the account to reimburse expenses related to creating or preserving the District’s intellectual property rights or for any other purpose authorized by law and District policy including the development of intellectual property.

Notification

The Intellectual Property Coordinator shall provide a copy of these Intellectual Property Procedures to persons upon request. The District shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Procedure.

Form A: Work Made For Hire Agreement

Course Materials

This agreement made the [date] day of [month], 20[year], by and between [name of Creator] ("Creator," and if there is more than one Creator then all of them collectively) and the District.

The Creator and the District agree as follows:

1. Title and Copyright Assignment

- a. Creator and District intend this to be a contract for services and each considers the products and results of the services to be rendered by Creator hereunder (the "Work") to be a work made for hire. Creator acknowledges and agrees that the Work (and all rights therein, including, without limitation, copyright) belongs to and shall be the sole and exclusive property of District.
- b. If for any reason the Work would not be considered a work made for hire under applicable law, Creator does hereby sell, assign, and transfer to District, its successors and assigns, the entire right, title and interest in and to the copyright in the Work and any registrations and copyright applications relating thereto and any renewals and extensions thereof, and in and to all works based upon, derived from, or incorporating the Work, and in an to all income, royalties, damages, claims and payments now or hereafter due or payable with respect thereto, and in and to all causes of action, either in law or in equity for past, present, or future infringement based on the copyrights, and in and to all rights corresponding to the foregoing throughout the world.

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- c. If the Work is one to which the provisions of 17 U.S. Code Section 106A apply, the Creator hereby waives and appoints District to assert on the Creator's behalf the Creator's moral rights or any equivalent rights regarding the form or extent of any alteration to the Work (including, without limitation, removal or destruction) or the making of any derivative works based on the Work, including, without limitation, photographs, drawings or other visual reproductions or the Work, in any medium, for District purposes.
- d. Creator agrees to execute all papers and to perform such other proper acts as District may deem necessary to secure for District or its designee the rights herein assigned.

2. Delivery of the Work

- a. The Creator will deliver to the District on or before [date] the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the District.
- b. If the Creator fails to deliver the Work on time, the District will have the right to terminate this agreement and to recover from the Creator any sums advanced in connection with the Work. Upon such termination, the Creator may not have the Work published elsewhere until such advances have been repaid.

3. Quoted Material

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder. The Creator will obtain such consents at his/her own expense after consultation with the District and will file them with the District at the time the Work is delivered. Any obligations associated with permissions will be the responsibility of the Creator.

4. Creator's Warranty

The Creator warrants that he/she is the sole owner of the Work and has full power and authority to make this agreement; that the Work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. The Creator will defend, indemnify, and hold harmless the District and/or its licensees against all claims, suits, costs, damages, and expenses that the District and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right; and until such claim or suit has been settled or withdrawn, the District may withhold any sums due the Creator under this agreement.

5. Consideration

In consideration for delivery of the Work in accordance with the provisions of this Agreement, District shall pay Creator [amount].

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6. Revisions

Note: Choose one paragraph

The Creator shall retain the right to revise the Work at one year intervals during the term of this agreement in accordance with academic standards. The Creator further agrees to update the Work within 90-days upon the receipt of a written request from the District. The provisions of this agreement shall apply to each revision of the Work by the Creator as though that revision were the Work being published for the first time under this agreement. In the event that the Creator is unable or unwilling to provide a revision within 90 days after the District has requested it, or should the Creator be deceased, the District may have the revision made and charge the cost against sums due the Creator under Section 5 above, if any, and may display, in the revised Work and in advertising, the name of the person or persons who perform the revision.

Or

This paragraph has been deleted because the Creator's contribution is not a work expressing academic expertise requiring periodic review and revision.

7. Term and Termination

- a. This agreement shall remain in effect for three years unless terminated earlier in accordance with this Section 7.
- b. In the event that either party shall be in default of its material obligations under this agreement and shall fail to remedy such default within 60-days after receipt of written notice thereof, this agreement shall terminate upon expiration of the 60-day period.
- c. Upon the expiration of the term of this agreement, the parties may agree to renew this agreement for an additional three-year term, upon the same terms and conditions as set forth herein.

8. Options/Contracts with Third Parties

Nothing contained in Section 7 shall affect any license or other grant of rights, options, or agreements made with third parties prior to the termination date or the rights of the District in the income resulting from such agreements.

9. Amendments

The written provisions contained in this agreement constitute the sole and entire agreement made between the Creator and the District concerning this Work, and any amendments to this agreement shall not be valid unless made in writing and signed by both parties.

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10. Construction, Binding Effect, and Assignment

This agreement shall be construed and interpreted according to the laws of the State of California and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Creator and to the District shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

Creator

Date

Chief Instructional Officer

Date

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[Signature]

Form B: Contract under which Employee Keeps Copyright of the Work and Gives District a License to Use/Exploit Work

Course Materials

This Agreement made the [date] day of [month], 20[year], by and between [name of Creator] ("Creator," and if there is more than one Creator then all of them collectively) and the District.

Recitals

The Creator will be the sole contributor of copyrightable expression to the educational course materials anticipated to result from this project. The District will be contributing significant kinds and/or amounts of District resources. The Parties recognize that under law, the District is obligated to obtain appropriate consideration for the transfer of state resources. In furtherance of their mutual objectives, the Parties agree to allocate certain of their rights and responsibilities as set forth in this agreement.

The Creator and the District agree as follows:

1. Rights Granted

Nonprofit Educational Uses – The Creator hereby grants to the District for the full term of this agreement the non-exclusive right to copy, distribute, display, perform, transmit, and publish for nonprofit educational purposes the educational course materials entitled: [name of work] (hereinafter called "Work").

2. Delivery of the Work

- a. The Creator will prepare and deliver to the District on or before [date] the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the District.
- b. If the Creator fails to deliver the Work on time, the District will have the right to terminate this agreement and to recover from the Creator any sums or other resources advanced in connection with the Work. Upon such termination, the Creator may not have the Work published elsewhere until such advances have been repaid.

3. Quoted Material

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder. The Creator will obtain such consents at his/her own expense after consultation with the

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District and will file them with the District at the time the Work is delivered. Any obligations associated with permissions will be the responsibility of the Creator.

4. Publication of the Work

The Work shall be distributed, transmitted or published by the District/Creator as soon as circumstances permit after receipt, at its own expense, in such manner as the District/Creator shall deem appropriate.

5. Copyright Registration

The Creator authorizes the District to register copyright in the Work in the Creator's name in the United States and elsewhere as the District may elect.

6. Creator's Warranty

- a. The Creator warrants that he/she is the sole owner of the Work and has full power and authority to make this agreement; that he or she has made a good faith effort to follow the District's Intellectual Property Policy and Procedures and that the Work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.
- b. To the extent that an act of the Creator that results in a claim of copyright infringement was authorized by the District's Intellectual Property Policy and Procedures, in accordance with that Policy and to the extent authorized by the Constitution and laws of the State of California, the District, will defend, indemnify and hold harmless the Creator against all claims, suits, costs, damages and expenses that the Creator may sustain by reason of such infringement or violation by the Work of any copyright.
- c. In all other cases, the Creator will defend, indemnify, and hold harmless the District and/or its licensees against all claims, suits, costs, damages, and expenses that the District and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right; and until such claim or suit has been settled or withdrawn, the District may withhold any sums due the Creator under this agreement.

7. Consideration

- a. District will contribute the following resources to the creation of the Work:

[List: Materials, Hardware, Software, Technical Assistance, Other Assistance, Videotaping, Programming, Teaching Load Credit, or Funding.]

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The parties shall share in any revenues from the commercialization of the Work as follows: District will first recover its resource contribution in the amount of \$ ___, then the Parties shall share profits proportionally (District: ___% Creator: ___%) to the retained interest of each party.

8. Subsidiary Rights

Nonprofit Educational Uses – The District has been granted a limited right to use the Work for nonprofit educational purposes only and therefore does not need subsidiary rights and all such rights are retained by the Creator.

9. Revisions

The Creator shall retain the right to revise the Work at one year intervals during the term of this agreement in accordance with academic standards. The Creator further agrees to update the Work within 90-days upon the receipt of a written request from the District. The provisions of this agreement shall apply to each revision of the Work by the Creator as though that revision were the Work being published for the first time under this agreement. In the event that the Creator is unable or unwilling to provide a revision within 90-days after the District has requested it, or should the Creator be deceased, the District may have the revision made and charge the cost against the Creator's royalties and may display, in the revised Work and in advertising, the name of the person or persons who perform the revision.

10. Term and Termination

- a. This Agreement shall remain in effect for three year(s) unless terminated earlier in accordance with this Section 10. Upon expiration of the term and any renewal term(s) agreed upon pursuant to Section 10(c), or upon earlier termination in accordance with Section 10(b), the rights granted in the Work shall revert to the Creator, subject to retention by the District of the non-exclusive, perpetual right and license to use the Work for internal nonprofit educational purposes and to use the structure and organization of the Work as a guide for the creation of a new course.
- b. In the event that either Party shall be in default of its material obligations under this Agreement and shall fail to remedy such default within 60-days after receipt of written notice thereof, this Agreement shall terminate upon expiration of the 60-day period.
- c. Upon the expiration of the term of this Agreement, the parties may agree to renew this Agreement for an additional three-year term, upon the same terms and conditions as set forth herein.

11. Options/Contracts with Third Parties

Nothing contained in Section 10 shall affect any license or other grant of rights, options, or agreements made with third parties prior to the termination date or the rights of the District in the income resulting from such agreements.

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12. Amendments

The written provisions contained in this agreement constitute the sole and entire agreement made between the Creator and the District concerning this Work, and any amendments to this agreement shall not be valid unless made in writing and signed by both parties.

13. Construction, Binding Effect, and Assignment

This agreement shall be construed and interpreted according to the laws of the State of California and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Creator and to the District shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

Creator

Date

Chief Instructional Officer

Date

Office of Primary Responsibility: Chief Instructional Officer

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LASSEN
COMMUNITY
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STUDENT LEARNING OUTCOMES HANDBOOK 2020-2021

Academic Senate Adoption: _____ 3-24-2021 _____

Curriculum Committee Review: _____ 4-6-21 _____

INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education.

The Standards measure not only the quality and effectiveness of the institution's programs and support services no matter where or how they are offered, but also the effectiveness of the institution in meeting its mission, the adequacy of resources, and the processes of leadership, governance, and decision-making to adapt the institution to meet a changing future (ACCJC.org).

The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it. The four standards are as follows:

STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are

designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

Building a common language around Student Learning Outcome assessment is key to increased understanding and success. Please find a list of frequently used terms below:

SLO: (Student Learning Outcomes) State what a student is able to know or do at the completion of a course.

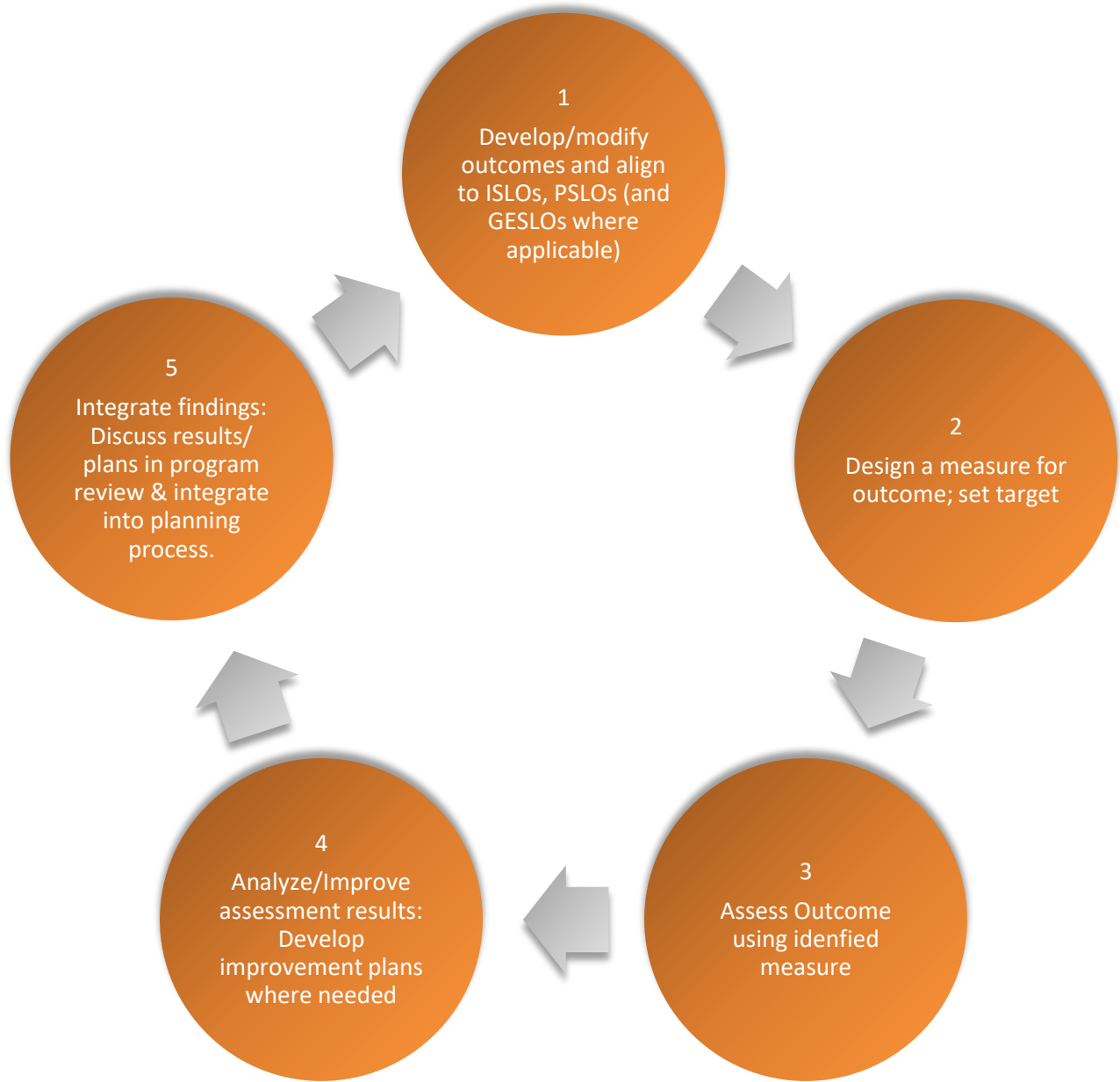
PSLO: (Program Student Learning Outcomes) State what a student is able to know or do at the completion of a program.

ISLO: (Institutional Learning Outcomes) Identify desired abilities of students upon completion of their education at Lassen Community College based on their whole college experience including receiving instruction and services, as well as engagement as a member of the LCC community.

GESLO: (General Education Student Learning Outcomes) Specify what a student is able to know or do at the completion of a course that relates to transferable general education criteria.

Outcome Assessment Cycle

Figure 1 *The process of outcomes assessment.*



Outcomes Assessment Cycle: The process by which we develop, assess, analyze, improve and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals.

Student Learning Outcome and Assessment Cycle

Step 1: Develop/Modify Student Learning Outcomes (SLOs)

Course SLOs are developed and included in Curriculum submissions of new courses. Program SLOs are included in Curriculum submissions for new programs. SLO Mapping is included with initial Curriculum submissions. SLO Maps align SLOs to GESLOS and ISLOS [Appendix A: SLO Map]. Program SLO Maps align course SLOs to Program SLOs [Appendix B: PSLO Map]. Many existing programs have these maps in place; those that do not are being pushed to complete them Spring 2021. Course and program SLOs may be revised at any time through the Curriculum process. Regular review of course and program SLOs occurs during the IPR process. Special courses not mapped to PSLOs are mapped to ISLOs and GESLOs.

Step 2: Design Measure & Set Target

SLO Maps identify measure(s) and target for SLO assessment.

Step 3: Assess SLOs

Course SLOs are assessed utilizing identified measures each term a course is offered, following the course's 2 year plan cycle. Two year plans for each program are located on the Lassen Community College website. Faculty are contractually required to assess a minimum of one SLO per course per term. SLO Assessment plans are submitted to Academic Services at the beginning of the term. Faculty collect and report SLO Assessment results at the end of the term.

PSLO and ISLO assessment is integrated into the IPR process. Programs receive PSLO and ISLO assessment data during their IPR Orientation.

Step 4: Analyze/Improve Assessment Results

SLO Assessment Results include measure, target, number of students who achieved target, and a listing of proposed actions, or improvement plans, where targets are not met. Discussion of Improvement Plan design may be facilitated by Departmental Improvement Plan Brainstorming Form [Appendix C: Departmental Improvement Plan Brainstorming Form]. Discussion of SLO results, improvement plans, and impact of improvement plans is integrated into the IPR process.

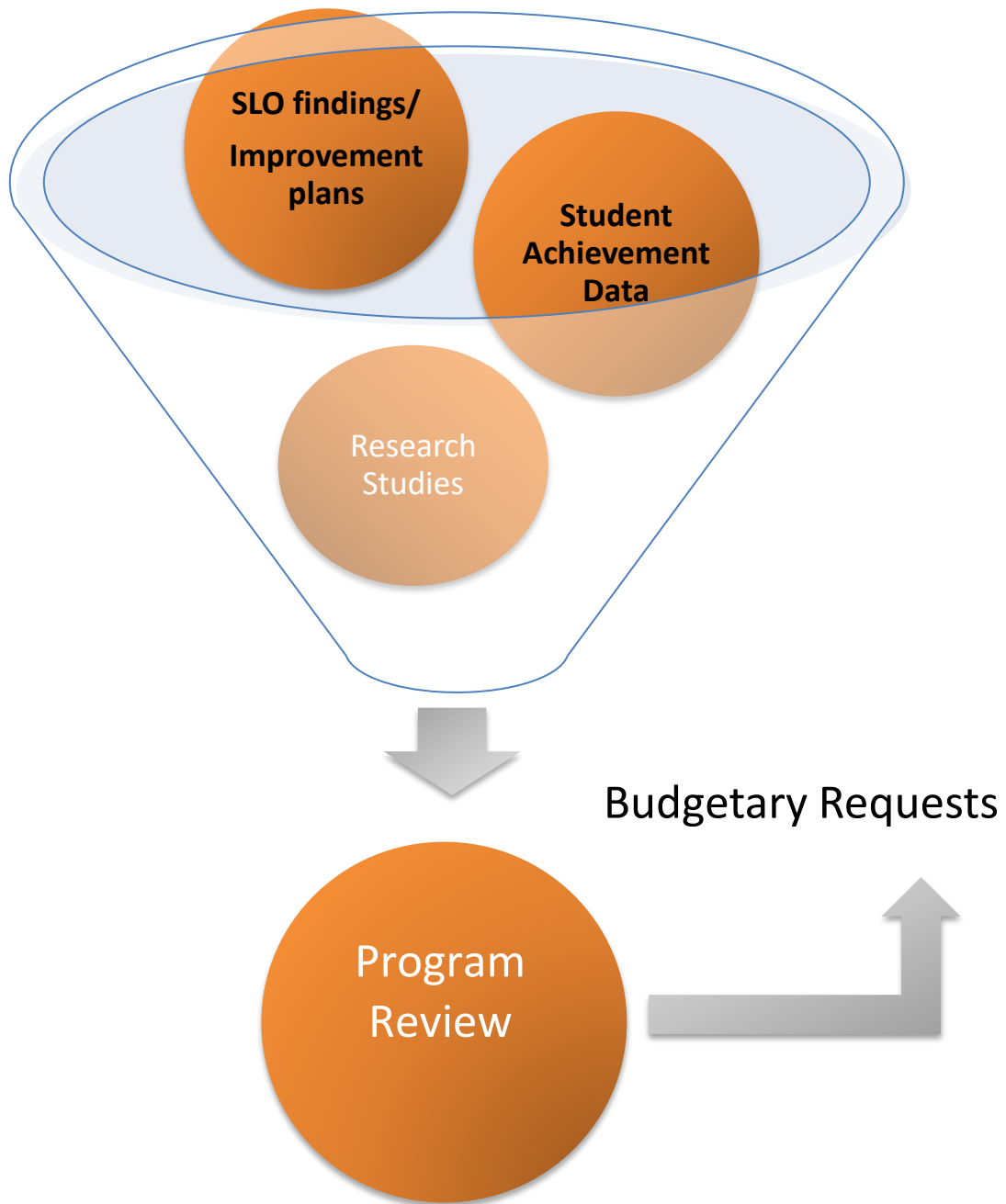
Step 5: Report & Integrate Findings

Longitudinal SLO data is provided for Instructional Program Reviews (IPRs) by the Institutional Effectiveness Office. IPRs include faculty analysis of SLO assessment results and SLO improvement plans (IPR Template Section II: Student Learning Outcomes).

The Instructional Program Review Handbook provides the mechanism by which budgetary requests identified in program reviews are supported by SLO findings and improvement plans, student achievement data, findings from research studies (where available); and are aligned with institutional strategic goals as a means to support quality improvement and evidence driven decision making (IPR Template Sections I-IV Planning Agendas and IPR Template Section VI. B: Prioritized Recommendations for Inclusion in the Planning Process).

Figure 2

The use of evidence to support budgetary decision making through program review:



SLO Process Improvement Plan Timeline

ACCJC Requirements and Recommendations identified in the June, 2020 Action letter from ACCJC brought to light improvements needed in LCC's SLO processes. As a result, a SLO Process Improvement Timeline was developed with the following goals:

Year 1: 2020-2021: Systematic Improvement

1. Consistent assessment of SLOs.
2. Consistent mapping aligning course SLOs to ISLOs, PSLO's and GESLOs.
3. Pilot project focused on PSLO and ISLO assessments targeted for inclusion in IPRs due 2021-2022.
4. Revision of IPR Handbook to emphasize discussion of SLO assessment results, "closing the loop."

Year 2: 2021-2022: Implementation

1. Integration of improved SLO data in IPRs
2. Integration of IPR prioritized recommendations in planning process
3. Analyze results of PSLO/ISLO pilot assessment project. Develop improvement plans for furthering robust SLO assessment.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

SLOs are: “What can students do or produce at the end of the course that they could not at the beginning.”

Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are *collaboratively authored* and *collectively accepted*.

Assessment

“Not everything that can be counted counts and not everything that counts can be counted.”
Albert Einstein

Assessment is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

Measurement is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria

- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

Direct vs. Indirect Assessment

Direct assessment involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

Formative Assessment

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met. Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

Summative Assessment

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

FREQUENTLY ASKED QUESTIONS

The following section focuses on questions (FAQs) related to Student Learning Outcomes (SLOs)

1) What are SLOs and how do they differ from course objectives?

According to the ACCJC, Student Learning Outcomes are the “knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences” (ACCJC Standards Adopted 2002, Standards Glossary, p.6). In other words they are the “specific observable or measurable results that are expected subsequent to a learning experience.” The SLO Glossary produced by ASCCC (2010) further clarifies by stating that,

SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities (p. 13).

SLOs differ from course objectives in that the latter are specific teaching objectives that drive course content and activities (ASCCC.org). Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives (ASCCC, 2010, p. 10).

2) Why should I participate in this process?

The Academic Senate views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning. For this reason, effective assessment practices are important not only to meet accreditation demands but also to benefit the college, the faculty, and the students.

Principle 11 of the Guiding Principles of SLO Assessment (2010) states, “Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (p.25). According to this, faculty’s chief responsibility is to provide students with an effective and rewarding learning experience. The responsibility involves participation in development of curriculum at the course, program and college level, and not just the responsibility for one’s own classes. Furthermore, “decisions regarding curriculum development should be based on collegial and authentic analysis of data...and for this reason SLO assessment can provide informative and beneficial input for making curricular evaluation and discussion at all levels more valuable and purposeful (Guiding Principles of SLO Assessment, 2010).

The Guiding Principles of SLO Assessment (2010) also states,

Outcomes and their assessments therefore must remain under the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p.26).

In other words, because faculty members have the necessary expertise, curricular decisions need to remain under their control. For this reason faculty need to be the ones that engage in assessment of student learning outcomes and the curricular decisions that follow. Guiding Principles of SLO Assessment (2010) supports, “When designed and implemented appropriately, SLO assessment can provide significant benefits as a tool for evaluating and revising curriculum and for improving student learning, and these benefits should be the primary reason for faculty to participate in assessment work” (p.26).

The Guiding Principles of SLO Assessment (2010) reflects on the consequence of ignoring SLOs by stating,

If faculty do not accept these responsibilities and fail to see SLO assessment as a beneficial professional practice, both faculty and students may suffer. If assessment becomes a task done only to satisfy the ACCJC, faculty will be less likely to engage in authentic discussions of valid data, and indeed the data collected itself may well be less informative. Curricular development and decision making will be less effective, thereby depriving students of the maximum educational experience. In addition, faculty who do not engage in assessment activities may find that decisions regarding curriculum are made for them, either by smaller groups of individuals who have chosen to become involved or, worse yet, by non-faculty who have taken on the responsibilities rightly due to the instructional experts (p.26).

3) Should grades suffice for assessment?

According to the Guiding Principles of SLO Assessment (2010), Principle 8, states “SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other” (p.21). Grades and SLOs are not the same thing because they have different approaches and have different purposes. Grading usually involves assigning a letter to some assignment or class the student participated in. The grade tells you very little or nothing about what skills the student can perform. Grades also tell you nothing about how the student can improve. According to Sholars (2009),

It is very difficult to trace back the learning of specific skills from a general grade. For example, if a student earns a “B” in the course, it is not possible to determine which skills or topics within the course were grasped well by the student simply by looking at the grade the student earned. Different faculty members teaching the same course could vary in the way they measure the combination of the different skills to produce the grade. For instance, Professor A might count the research paper for that course as 20% of the student’s overall grade, while Professor B might count the research paper for that course as 15% of the student’s overall grade. If that same research paper was used to assess an SLO, the faculty would score the skills that the faculty determined important on a faculty-

developed rubric. The faculty would have been normed on the rubric. Consequently, a student could earn an “A” in the course, but have scored 3 out of 4 on a faculty-developed rubric.

It is not just faculty that should be aware of the skills attained by a student after an assignment, but also the student. Students should be assigned a grade on an assignment and also a score that pertains to the SLO. If the student is familiar with the rating scale on the rubric, and what skills each score represents for a particular SLO, the student would be aware of what skills he or she has attained and which have not yet been mastered.

[Therefore,] formative SLO assessment involves evaluating student performance with the aim of providing feedback that will enhance student learning through improved instruction. Formative assessment helps the student and the instructor to ascertain what has been learned and what still needs to be learned and thereby can improve both teaching and learning” (p.26).

Thus, student learning outcomes are more useful for helping students understand how to improve their performance in a class and in future classes. Data from SLO assessment also provides feedback to faculty about how to improve instructional practices in a current class and in subsequent classes. Grading and outcomes assessment need not conflict with each as both serve necessary functions. “Faculty who employ only grades or only outcomes assessment may be depriving their students of important feedback. For example, a composition instructor who reads a student essay and simply assigns a letter grade or score, or even one who offers brief, general written comments to the student, has done little to improve the student’s writing. More productive comments would target specific expectations or outcomes for the paper and explain to the student where and how those expectations have or have not been satisfied. Through such feedback students can advance their skills and enhance their understanding of the course material. Thus, grading and outcomes assessment both serve important though separate roles and rather than conflicting, these processes should work in tandem to provide the different levels of input necessary for complete and effective student evaluation.

4) How do I begin? (Writing SLO’s)

The fillable Course SLO Map form (Appendix A) provides space for the description of SLOs and linkages to measures and achievement targets. Additionally, the form allows for linkages between the SLOs and the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEOs).

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. (ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

Therefore, you should begin by examining at the specific course objectives listed in the Course Outline of Record (COR) for the particular course. You should then try combining 2 or 3 or more of them into one logical cohesive outcome that can be assessed.

For example, at LCC BUS 2 course has the following course objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.
10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Objectives 8, 9, and 10 could be combined and rewritten as: Students will demonstrate an understanding of contemporary business principles and practices.

The other objectives can be combined similarly to yield other student learning outcomes.

Phrases and Words to be AVOIDED: Below is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborated when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe	SHOW:	BECOME:
capacity	Appreciation for...	Acquainted with...
comprehend	Attitude of...	Adjusted to...
conceptualize	Awareness of ...	Capable of...
depth	Comprehension of...	Cognizant of...
experience	Enjoyment of...	Conscious of...
feel	Feeling for...	Familiar with...
hear	Interest in...	Interested in...
intelligence	Knowledge of...	Knowledge about...
know	Understand of...	Self-confident in...
listen		
memorize		

perceive realize see self-actualize		
--	--	--

Shopping List of VERBS: It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs listed below may be useful in constructing course objectives and student learning outcomes.

A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise

alter analyze appraise arrange attempt attend categorize change chart choose cite circle classify collect combine compare compile complete conclude consider contrast copy count criticize shorten structure tally	discover discriminate distinguish distribute document duplicate evaluate explain expand extend find follow formulate gather record relate reproduce return search signify sort suggest support underline signify switch tell	generate generalize identify imitate include indicate induce infer isolate itemize label list locate map mark match modify name note omit order organize paraphrase place simplify synthesize volunteer	plan point predict present propose provide question quote rearrange recall recombine reconstruct regroup rename reorder reorganize repeat rephrase restate restructure retell rewrite save select state systematize
--	--	---	--

General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

Analyzing Process Complexity: It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

I. Responding (simple specific responses)		
Example Verbs:		Example Outcome:
Circle	Imitate	“...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
Connect	List	
Define	Point	
Duplicate	Recall	
Find	Recognize	
Identify	Repeat	
Sort	State	
	Tell	
	Underline	
II. Elaborating (demonstrating comprehension)		
Example Verbs:		Example Outcome:
Classify	Locate information	“...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
Compute	Measure	
Discriminate	Paraphrase	
Explain briefly	Produce	
List reasons for		
III. Investigating (simple application of basic knowledge)		
Example Verbs:		Example Outcome:
Cite evidence for	Investigate	“...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
Find more about	Omit	
Gather data on	Order	
Illustrate		
IV. Analyzing (application of complex operations)		
Example Verbs:		Example Outcome:
Compare		“...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
Justify with logic and evidence		
Contrast		
Organize data in new forms		
Differentiate		
Interpret		

V. Concept Forming (developing simple original applications)	
<p style="text-align: center;">Example Verbs:</p> <p>Discover and document relationships Elaborate the concept of... Identify variables in Prove beyond a reasonable doubt</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”</p>
VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
<p style="text-align: center;">Example Verbs:</p> <p>Deduce Predict Extrapolate Reorganize Infer Synthesize Integrate Rank order on varied criteria</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.</p>
VII. Problem Solving (fully developed original contributions)	
<p style="text-align: center;">Example Verbs:</p> <p>Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”</p>

Bloom’s taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your SLOs.

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

5) Now SLOs are written, what do I do with them?

SLOs are specific measurable outcomes that are expected subsequent to a learning experience. Therefore, an **assessment tool** must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to tell you whether students can really do what the SLO states. According to the Guiding Principles for SLO Assessment (2010), Principle 1: “Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential” (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. According to Principle 1 in the Guiding Principles for SLO Assessment (2010), “This same principle applies not only to classroom instruction, but also to student support services, library services, and all other areas of a student’s academic experience” (p.9).

At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

6) What are the different types of assessments that I can use?

In *The Concept of Formative Assessment*, Boston (2002) offers the following explanation and definition of the concept of assessment: “Black and William (1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning” (p. 8).

There are many different modes of assessments: The following, though by no means exhaustive, is a list of some of the most common tools:

Table 1 *Common Assessment Tools*

Academic Direct Measures	Academic Indirect Indicators	Administrative Measures
Capstone Assignment	Advisory Board	Activity Volume
Comprehensives	Alumni Survey	Benchmarking
Internship Evaluations	Benchmarking	Climate/Environ
Licensure Exam	Curriculum	Discussions

Performance	Employer Survey	Doc. Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post Test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standard. Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Gov't Standards
Video/Audiotape	School Perform	Prof. Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

According to the Guiding Principles for SLO Assessment (2010):

If the term “assessment” refers to the process of collecting data, then “assessment results” are the data or evidence produced by this process. Such data need not always be quantifiable or measurable in numerical terms. Assessment results may take various forms, including not only quantitative data such as numerical or statistical scores but also qualitative evidence such as portfolios, narratives, performances, or other data that may be more dependent on observation than computation. Any information produced by assessment processes that can be used for analysis and improvement of student achievement and learning would fall under the category of assessment results (p. 8).

7) How do I know I have a good assessment tool for my SLOs?

This question is best answered by the Guiding Principles of SLO Assessment (2010) Principle 5: “SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty” (p.16).

Good assessment needs to simulate real world experiences and involve the application of critical thinking to tasks that approximate real world conditions like the workplace and other situations outside the classroom (Wiggins, 1990). Appropriate SLO assessment should not be simply a reproduction of information without context to anchor it. Authentic assessment is meaningful and involves application of knowledge and skills, not just simply memorization of information. The ACCJC’s 2012 SLO Rubric notes the importance of authentic assessment as an aspect of SLO proficiency: “Student learning outcomes and authentic assessment are in place for courses, programs, and degrees” (p. 5).

Faculty members also need to consider providing assessments at certain intervals of a course rather than just at the end. Such assessments are more useful because they can track student progress and provide more useful feedback to improve student learning. In other words, ongoing authentic assessment can improve the input that faculty provide to students as an aspect of instruction throughout their classes. As Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* states, “In classes, students need frequent opportunities to perform and receive suggestions for improvement” (para. 15).

Assessments should also be integrated into courses so they are non-obtrusive and as least disruptive as possible. Guiding Principles of SLO Assessment (2010), Principle 5 indicates, “Other, more formal assessment practices also might be developed as a part of the standard instructional program for a course. Assessment data can be collected from work students do as required course activities, projects, or assignments, requiring minimal additional course preparation or student performance” (p. 16). Faculty members can plan for such standards assessments in advance by incorporating them into their classes as part of the normal expectations for students in the course. This insures that SLO assessment will be as efficient and practical as possible

Furthermore, according to the Guiding Principles of SLO Assessment (2010), Principle 6 states, “Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs” (p.16).

8) Where do we collect the data?

At the end of each semester faculty submit the results of SLO Assessment, and steps taken as result of the assessment, within eight (8) District business days after the last day of finals. Data is submitted via an electronic, “End of Term Course Student Learning Outcomes Results” form (Appendix B).

Assessment criteria must be established for each SLO prior to collecting data. Assessment criteria refer to the percentage or ratio of questions answered correctly. For example, a multiple-choice test may require that 75% of the questions be answered correctly for the SLO to be met. Therefore the assessment criteria would be 75%. Assessment criteria can also be set for more complicated assignments like papers, projects, etc. by following a rubric.

An **achievement target** must also be set for each SLO before data is collected. The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the SLO. For example, a particular course might require that 80% of the students be successful when assessed for a particular SLO. Thus, for this particular SLO, 80% would be the achievement target.

9) What do we do with the data once it is collected?

Faculty need to take part in a discussion of the SLO results for their courses. All faculty who teach a particular course need to discuss the SLO results in order to decide whether they need to modify the SLO, the assessment tool, the assessment criteria, or the achievement target. More importantly, faculty members need to decide what the results mean for that particular course in order to modify it or improve it. Improvement plans involve consideration of planned changes that result from the review of SLO assessment results. Planned changes can include changes to the structure of an assessment or course, to the forms or other tools used as part of instruction, include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, requests for new equipment, etc. Improvement Plans include planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes. The Departmental Improvement Plan Brainstorming Form (Appendix C)

provides guidance and a means to capture the dialog and information needed to create robust Improvement Plan(s).

According to the Guiding Principles of SLO Assessment (2010), Principle 1 states,

Faculty are in direct contact with students, have the greatest knowledge and deepest understanding of the students' needs and abilities, and have the responsibility for developing and delivering the curriculum and course content, and therefore faculty can better understand the context of the data. By accepting and embracing their responsibility for SLO design and assessment, faculty will be in the best position to examine assessment data, ask questions about what the data suggest, and make appropriate changes to classroom and institutional practices in order to improve student learning (p.9).

10) Who should be involved in this process?

According to the Guiding Principles of SLO Assessment, (2010) Principle 2 states,

Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals. SLO assessment must involve full-time faculty members, part-time faculty members, staff, administrators, and anyone else directly or indirectly serving students. Faculty members need to take primary responsibility for developing SLOs, the assessments, analyzing data, and coordinating discussions. Part-time faculty members need to be involved as well as they are a majority of the faculty at most colleges. Faculty should be the ones making curricular decisions, especially those concerning how it can be changed and improved by using SLO data. Staff members also need to be involved. Staff members need to be involved in preserving data, maintaining and recording it, as well developing software tools and systems. Staff members are thus needed to support the entire SLO assessment process.

Discussion should also be held at the college level by faculty under the leadership of the academic senate. Instructional and student support service faculty should also be involved. According to the Guiding Principles of SLO Assessment (2010), Principle 2:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services Instructional and student support services faculty should not work in isolation from each other, but rather should collaborate and share information at all levels in order to more fully inform and strengthen the delivery of all aspects of a student's educational experience" (p.11).

There must also be assistance from college researchers to aid in the design and implementation of SLO instruments as well as evaluating their validity and applicability. Administrators also play an important role in the SLO process. Administrators need to support and facilitate the process. They need to make available sufficient staffing, technology, resources, compensation and other needs. Not only this, administrators must also support the SLO process through organization, scheduling, facilitating, coordinating, and encouraging, and approval of other necessary efforts to make the process more effective. According to the Guiding Principles of SLO Assessment (2010), Principle 2: "If the entire college is involved in assessment efforts, with each area or constituent group fulfilling its appropriate role while understanding and

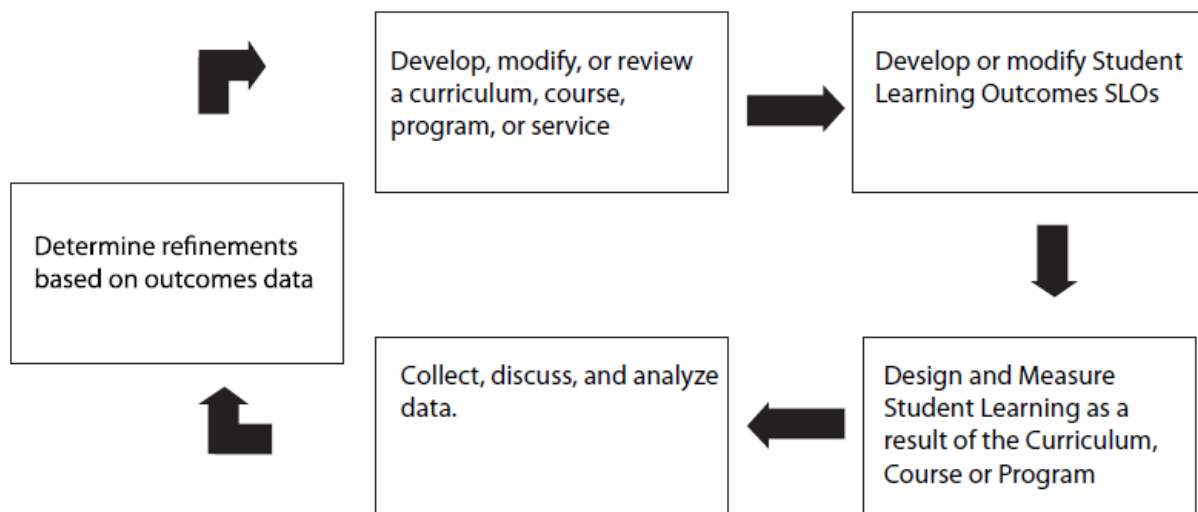
respecting the faculty’s primacy in SLO processes, all areas will be able to work cooperatively toward the common goal of serving students in the most effective ways possible” (p. 11).

11) Now that SLOs have been defined, assessment tools have been developed, data and action plans have been collected. Am I done?

No. The process is supposed to be ongoing and lead to “**continuous quality improvement**” of the courses, programs and services offered by the college. According to Principle 1 of the Guiding Principles of SLO Assessment (2010), “The purposes of student learning outcomes include assessing student achievement, evaluating the strength of courses and programs, and identifying instances in which instruction and student learning can be improved” (p.9). Furthermore, According to the Guiding Principles of SLO Assessment (2010), Principle 3 states, SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes”(p.10).

SLO assessment is not an end to itself but a vehicle for program and educational improvement. It needs to be an ongoing activity which uses current data to inform instructional practices. It should not be a periodic exercise that uses outdated assessments and data to inform current practices and decisions. The Academic Senate’s *SLO Terminology Glossary* (ASCCC, 2010) defines “**closing the loop,**” as:

Closing the Assessment Loop



The use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc. (p.4).

This requires a commitment by all people across all levels of the college. Faculty members are more likely to believe in the process and devote their effort if they feel it will lead to budgetary

decisions that will enhance students' educational experience. The college needs to make budget decisions that will support the projects and innovation that will lead to curriculum improvement. ACCJC emphasizes the importance of using assessment data as a basis for decision making throughout the college:

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement (ACCJC Standard I.B.4).

Colleges must therefore integrate SLO assessment into its program review. In other words, data from SLO assessment needs to inform the decision making reflected in program review. Programs need to be analyzed based on concrete information, thus making the program review process more data driven. This allows SLO assessment to connect logically and meaningfully to both short-term and long-term college planning. SLO data can inform decisions for improvement of programs, the setting of goals and implementation of strategies, as well as allocation of resources to address these needs. Programs can use concrete data to support their budgetary requests thereby making budget discussions more meaningful and better informed. The decision making process will tie resource allocation directly to the SLO process.

Guiding Principles of SLO Assessment (2010) suggests, "Perhaps the highest level at which SLOs and SLO assessment can be incorporated into the culture of a college is by connecting general education outcomes directly to the college vision, values, or mission (p.10). Colleges might want to revise their mission statement, if necessary, to make an obvious connection with its institutional learning outcomes. Institutional learning outcomes should also have an explicit connection with the general education outcomes.

12) Do SLOs remain the same once established or can we change them?

SLOs can be revised as needed. According to the Guiding Principles of SLO Assessment (2010), Principle 3, that states:

The process and the SLOs themselves must remain open to revision and adjustment. Student needs and curricular practices change, and colleges must continuously reflect on their practices and expectations in order to serve students as fully as possible. The job of SLO development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. For SLO data to be effective in informing decision making at all levels of the college, the SLO assessment process should be revised as necessary to reflect changes in the college's curriculum, needs, and culture (p.10).

13) Okay, we are continuously assessing student learning outcomes, revising them as needed, and using them to inform program review. Now are we done?

No. Program learning outcomes, general education outcomes, and institutional outcomes must also be developed. Program learning outcomes (PLOs) have been defined by Marshall (2013) as "Broadly inclusive statements that might be considered areas of competency within a given discipline or general area of competency within a GE program." PLOs must be developed for any sequence of courses that leads to a certificate or degree.

According to the Guiding Principles of SLO assessment (2010), Principle 4, “SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment” (p.15). The mapping of these outcomes needs to be thoughtful and involve dialogue among all necessary parties. This includes not only faculty, but also staff and administration. According to ASCCC (2010), “When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision” (p.1). Doing this makes the assessment process more practical and efficient. An example within Principle 4, presents a scenario, “If program outcomes are designed and mapped to reflect direct connections to the SLO s of the courses that comprise the program, then assessment of the program outcomes may be conducted using data provided through the process of course SLO assessment” (p. 15). This means SLO assessments, if appropriately designed and assessed, can double as program learning outcomes. Furthermore, program learning outcomes assessment need not incorporate data from every course that comprises the program. Certain programs that have mastery courses, where students master a skill that was introduced in previous courses, might choose to focus assessment at the courses where mastery occurs.

Assessment of general education and institutional outcomes requires a broader dialogue. The *SLO Terminology Glossary* (2010), states that institutional learning reflect “The knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience” (p.9). Thus, they combine expertise found in several areas or a combination of areas and not a single discipline. Institutional learning outcomes include those related to institutional effectiveness (degrees, transfers, productivity) as well as learning outcomes. Principle 4 reflects on the success of the process as;

Successful attainment of general education and institutional outcomes depends on the overall educational experience that is founded on the course and program level. If students do not achieve the expected outcomes at the course and program level, then they are also unlikely to attain the college-level outcomes. For this reason, colleges should work to establish explicit alignment between program outcomes and those at the general education and institutional level. If students are successful in achieving course and program level outcomes, and if those outcomes provide direct and clear connection to the general education outcomes, then assessment will once again be simplified and the overall educational experience of students will have greater coherence and will therefore be enhanced (p. 16).

14) Can results of SLO, PLO assessment be used against me?

No. According to Guiding Principles of SLO Assessment (2010, Principle 10: “SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.” (p.24). Alan Craig and Fulks (2007) support, “Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments” (p. 2). Thus, SLO assessment results would not be a true indicator of whether learning has taken place or whether the results should be used to improve the courses, programs, or services the college offers.

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APPENDIX A: Course SLO Map Form:



COURSE SUBJECT & NUMBER:

DATE REVIEWED:

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

Transfer

Economic/Workforce Development

Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:

<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
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Institutional Learning Outcomes
1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.
#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
#4. Personal/Interpersonal Responsibility- Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

General Education Student Learning Outcomes for Associate Degrees
#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.
#2. Explain and analyze relationships between science and other human activities.
#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

APPENDIX B: Program SLO Map



PROGRAM ID:

DATE LAST REVIEWED/UPDATED: 2/3/2021

PROGRAM TITLE: Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

FACULTY NAME(s): Brian Wolf

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PSLO 3
	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	Demonstrate an understanding of the basic methodologies of science.
AGR-1			
AGR-2			
AGR-10			
AGR-13			
AGR-20			
AGR-40			
AGR-41			

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

APPENDIX C: Departmental Improvement Plan Brainstorming Form

Departmental Improvement Plan Brainstorming Form*

Department:

Date of Discussion: _____

Course/Department SLO(s)/AUOs discussed (Example: ENGL 1, Financial Aid): _____

Semester(s) assessment data was collected (Example: Fall 2020):

Faculty/Staff involved in discussion and analysis:

What is discussion and analysis of this data telling you?

Questions faculty may consider include:

2. Do you see gaps in the outcomes data? If so, what is the cause?
3. Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
4. Do you see overall gaps in their instructional experience? If so, where?
 - Do you see gaps in the evaluation process itself? If so, why? How can that be improved?
 - Do you see other issues in the student's experience? – Timing of assessment leading to low percentage of students completing assessment? Unmet student needs impacting academic performance?

Provide a summary of the conversation leading to the improvement plan.

1-Write a brief description of the improvement plan to facilitate change, including semester improvement plan is anticipated to be implemented *:

2- Write an implementation description. (How will the improvement plan be set in motion? What steps are required to complete the action plan?)*:

3- Indicate the person(s) who will implement the improvement plan*:

4-Indicate any physical or financial resources needed, including estimated requested budget amount, if any (to be included in IPR or Annual IPR Update)*:

*This information is intended to aid in the development of Improvement Plans to be finalized when reporting End of Term Course Student Learning Outcomes

Course Number	SLO Number	SLO Target %	ISLO 1	ISLO 2	ISLO 3
AERO-1A	1	70%	N	Y	N
AGR-1	1	70%	N	Y	N
AGR-1	2	70%	N	Y	N
AGR-2	1	70%	N	Y	N
AGR-2	2	70%	N	Y	N
AGR-3	1	70%	N	Y	N
AGR-3	2	70%	N	Y	N
AGR-4	1				
AGR-5	2				
AGR-8	1	80%	N	Y	N
AGR-8	2	80%	N	Y	N
AGR-9	1	80%	N	Y	N
AGR-9	2	80%	N	Y	N
AGR-9	3	80%	N	Y	N
AGR-10	1	80%	N	Y	N
AGR-10	2	80%	N	Y	N
AGR-10	3	80%	N	Y	N
AGR-11	1	80%	N	Y	N
AGR-11	2	80%	N	Y	N
AGR-11	3	80%	N	Y	N
AGR-12	1	80%	N	Y	N
AGR-13	1	80%	N	Y	N
AGR-13	2	80%	N	Y	N
AGR-13	3	80%	N	Y	N
AGR-14	1	80%	N	Y	N
AGR-19	1	80%	N	Y	N
AGR-19	2	80%	N	Y	N
AGR-20	1	80%	N	Y	N
AGR-21B	1	80%	N	Y	N
AGR-22	1	80%	N	Y	N
AGR-22	2	80%	N	Y	N
AGR-22	3	80%	N	Y	N
AGR-22	4	80%	N	Y	N
AGR-23	1	80%	N	Y	N
AGR-30	1	80%	N	Y	N
AGR-31	1	80%	N	Y	N
AGR-40	1	80%	N	Y	N
AGR-40	2	80%	N	Y	N
AGR-41	1	80%	N	Y	N
AGR-42	1	80%	N	Y	N
AGR-42	2	80%	N	Y	N
AGR-49	1	70%	Y	Y	Y

AGR-49	2	70%	Y	Y	Y
AGR-49	3	70%	Y	Y	Y
AGR-49	4	80%	Y	N	N
AGR-49	5	80%	N	Y	N
AGR-50	1	80%	N	Y	N
AGR-50	2	80%	N	Y	N
AGR-51	1	80%	N	Y	N
AGR-53	1	80%	N	Y	N
AGR-57	1	80%	N	Y	N
AGR-61	1	80%	N	Y	N
AGR-61	2	80%	N	Y	N
AGR-70	2	80%	N	Y	N
AGR-116	2	80%	N	Y	N
AJ-5	1	70%	Y	Y	Y
AJ-5	2	70%	Y	Y	Y
AJ-5	3	70%	Y	Y	Y
AJ-8	1	70%	Y	Y	Y
AJ-8	2	70%	Y	Y	Y
AJ-9	1	70%	Y	Y	Y
AJ-9	2	70%	Y	Y	Y
AJ-9	3	70%	Y	Y	Y
AJ-9	4	70%	Y	Y	Y
AJ-10	1	70%	Y	Y	Y
AJ-10	2	70%	Y	Y	Y
AJ-10	3	70%	Y	Y	Y
AJ-11	1	70%	Y	Y	Y
AJ-11	2	70%	Y	Y	Y
AJ-11	3	70%	Y	Y	Y
AJ-12	1	70%	Y	Y	Y
AJ-12	2	70%	Y	Y	Y
AJ-12	3	70%	Y	Y	Y
AJ-12	4	70%	Y	Y	Y
AJ-14	1	70%	Y	Y	Y
AJ-14	2	70%	Y	Y	Y
AJ-14	3	70%	Y	Y	Y
AJ-14	4	70%	Y	Y	Y
AJ-16	1	70%	Y	Y	Y
AJ-16	2	70%	Y	Y	Y
AJ-16	3	70%	N	Y	Y
AJ-20	1	70%	Y	Y	Y
AJ-20	2	70%	Y	Y	Y
AJ-20	3	70%	N	Y	Y
AJ-20	4	70%	Y	Y	Y

AJ-23	1	70%	Y	Y	Y
AJ-23	2	70%	Y	Y	Y
AJ-23	3	70%	Y	Y	Y
AJ-24	1	70%	Y	Y	Y
AJ-24	2	70%	Y	Y	Y
AJ-24	3	70%	Y	Y	Y
AJ-35	1	70%	Y	Y	Y
AJ-35	2	70%	Y	Y	Y
AJ-35	3	70%	Y	Y	Y
AJ-35	4	70%	Y	Y	Y
AJ-35	5	70%	Y	Y	Y
AJ-35	6	70%	Y	Y	Y
AJ-35	7	70%	Y	Y	Y
AJ-35	8	70%	Y	Y	Y
AJ-35	9	70%	Y	Y	Y
AJ-35	10	70%	Y	Y	Y
AJ-49	1	70%	Y	Y	Y
AJ-49	2	70%	Y	Y	Y
AJ-49	3	70%	Y	Y	Y
AJ-49	4	70%	Y	Y	Y
AJ-52A	1	70%	Y	Y	Y
AJ-52A	2	75%	Y	Y	N
AJ-52B	1	70%	Y	Y	Y
AJ-52B	2	70%	Y	Y	Y
AJ-52B	3	70%	Y	Y	Y
AJ-52B	4	70%	Y	Y	Y
AJ-52BR	1	70%	Y	Y	Y
AJ-52BR	2	70%	Y	Y	Y
AJ-52BR	3	70%	Y	Y	Y
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AJ-53	2	70%	Y	Y	Y
AJ-53	3	70%	Y	Y	N
AJ-53	4	70%	Y	Y	N
AJ-53	5	70%	Y	Y	N
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AJ-57	3	70%	Y	Y	N
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AJ-71	2	70%	Y	Y	Y
ANTH-1	1	70%	Y	Y	N
ANTH-1	2	70%	N	Y	N
ANTH-2	1	70%	Y	Y	Y

ANTH-2	2	70%	Y	Y	Y
ANTH-2	3	70%	N	N	N
ANTH-3	1	70%	Y	Y	Y
ANTH-3	2	70%	Y	Y	Y
ANTH-3	3	70%	N	Y	N
ANTH-3	4	70%	N	Y	N
ART-1A	1	80%	N	Y	Y
ART-1A	2	80%	Y	N	N
ART-1A	3	80%	N	N	N
ART-1B	1	80%	N	Y	Y
ART-1B	2	80%	Y	N	N
ART-1B	3	80%	N	N	N
ART-1B	4	80%	N	N	Y
ART-2	1	80%	N	Y	Y
ART-2	2	80%	N	Y	Y
ART-3	1	80%	N	Y	Y
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ART-8	3	80%	N	Y	Y
ART-8	4	80%	N	Y	Y
ART-8	5	80%	N	Y	Y
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ART-9	2	80%	N	Y	Y
ART-9	3	80%	N	Y	Y
ART-10A	1	80%	N	Y	Y
ART-10A	2	80%	N	Y	Y
ART-10A	3	80%	N	Y	Y
ART-10B	1	80%	N	Y	Y
ART-10B	2	80%	N	Y	Y
ART-10B	3	80%	Y	Y	Y
ART-10C	1	80%	N	Y	Y
ART-10C	2	80%	N	Y	Y
ART-10C	3	80%	N	Y	Y
ART-10D	1	80%	N	Y	Y
ART-10D	2	80%	Y	Y	Y

ART-18	1	80%	N	Y	Y
ART-18	2	80%	N	Y	Y
ART-18	3	80%	N	Y	Y
ART-18	4	80%	N	Y	Y
ART-19A	1	80%	N	Y	Y
ART-19A	2	80%	N	Y	Y
ART-19A	3	80%	N	Y	N
ART-19B	1	80%	N	Y	Y
ART-19B	2	80%	N	Y	Y
ART-19C	1	80%	N	Y	Y
ART-19C	2	80%	N	Y	Y
ART-19D	1	80%	N	Y	Y
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ART-25	3	80%	N	Y	Y
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ART-36A	3	80%	N	Y	Y
ART-36A	4	80%	Y	Y	Y
ART-36B	1	80%	N	Y	Y
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ART-36B	3	80%	N	Y	Y
ART-36B	4	80%	N	Y	Y
ART-36B	5	80%	Y	Y	N
ART-36C	1	80%	N	Y	Y

ART-36C	2	80%	Y	Y	Y
ART-36C	3	80%	Y	Y	Y
ART-36D	1	80%	N	Y	Y
ART-36D	2	80%	Y	Y	Y
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ART-38	3	80%	N	Y	Y
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ART-39	3	80%	N	Y	Y
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ART-43A	2	80%	N	Y	Y
ART-43A	3	80%	Y	Y	Y
ART-43B	1	80%	N	Y	Y
ART-43B	2	80%	N	Y	Y
ART-43B	3	80%	N	Y	Y
ART-43B	4	80%	Y	Y	Y
ART-43C	1	80%	N	Y	Y
ART-43C	2	80%	N	Y	Y
ART-43C	3	80%	N	Y	Y
ART-43C	4	80%	N	Y	Y
ART-43D	1	80%	N	Y	Y
ART-43D	2	80%	N	Y	Y
ART-43D	3	80%	N	Y	Y
ART-43D	4	80%	N	Y	Y
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ART-49	3	70%	Y	Y	Y
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ART-50	2	80%	Y	Y	Y
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AT-49	4	80%	Y	N	N
AT-49	5	80%	N	N	Y
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AT-54	1	70%	N	Y	Y
AT-54	2	70%	N	Y	Y
AT-56	1	70%	N	Y	Y
AT-56	2	70%	N	Y	Y
AT-58	1	70%	N	Y	Y

AT-58	2	70%	N	Y	Y
AT-58	3	70%	N	Y	Y
AT-60	1	70%	N	Y	Y
AT-64	1	70%	N	Y	Y
AT-66	1	70%	N	Y	Y
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AT-68	2	70%	N	Y	Y
AT-68	3	70%	N	Y	Y
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AT-76	2	70%	N	Y	Y
AT-80	1	70%	N	Y	Y
AT-80	2	70%	N	Y	Y
AT-82	1	70%	N	Y	Y
AT-82	2	70%	N	Y	Y
AT-84	1	70%	N	Y	Y
AT-84	2	70%	N	Y	Y
AT-88	1	70%	N	Y	Y
AT-88	2	70%	N	Y	Y
AT-90	1	70%	N	Y	Y
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AT-90A	1	70%	N	Y	Y
AT-91	1	70%	N	Y	Y
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AT-91	3	70%	N	Y	Y
AT-91	4	70%	N	Y	Y
AT-91	5	70%	N	Y	Y
AT-91	6	70%	N	Y	Y
AT-91	7	70%	N	Y	Y
AT-150					
AT-151					
BIOL-1	1	70%	Y	Y	N
BIOL-1	2	70%	Y	Y	N
BIOL-1	3	70%	Y	Y	N
BIOL-1	4	70%	Y	Y	N
BIOL-1	5	70%	N	Y	N
BIOL-4	1	70%	Y	Y	N
BIOL-4	2	70%	Y	Y	Y
BIOL-4	3	70%	Y	Y	N
BIOL-4	4	70%	N	Y	N

BIOL-10	1	70%	Y	Y	N
BIOL-20	1	70%	Y	Y	Y
BIOL-20	2	70%	Y	Y	N
BIOL-20	3	70%	Y	Y	N
BIOL-20	4	70%	Y	Y	N
BIOL-20	5	70%	N	Y	N
BIOL-25	1	70%	Y	Y	N
BIOL-25	2	70%	N	Y	N
BIOL-25	3	70%	Y	Y	N
BIOL-26	1	70%	Y	Y	N
BIOL-26	2	70%	N	Y	N
BIOL-26	3	70%	Y	Y	N
BIOL-32	1	70%	Y	Y	N
BIOL-32	2	70%	Y	Y	Y
BIOL-32L	1	70%	Y	Y	N
BIOL-32L	2				
BS-156	1				
BS-156	2				
BS-156	3				
BS-170	1				
BS-171	1				
BUS-1A	1	80%	N	Y	Y
BUS-1A	2	80%	N	Y	Y
BUS-1B	1	80%	Y	Y	Y
BUS-1B	2	80%	Y	Y	Y
BUS-1C	1	80%	N	Y	Y
BUS-1C	2	80%	N	Y	Y
BUS-2	1	80%	N	Y	Y
BUS-2	2	80%	N	Y	Y
BUS-2	3	80%	N	Y	Y
BUS-10	1	80%	N	Y	Y
BUS-13	1	80%	N	Y	Y
BUS-13	2	80%	N	Y	Y
BUS-18	1	80%	N	Y	Y
BUS-18	2	80%	N	Y	Y
BUS-19	1	80%	N	Y	Y
BUS-19	2	80%	N	Y	Y
BUS-19	3	80%	Y	Y	Y
BUS-22	1	80%	N	Y	Y
BUS-22	2	80%	N	Y	Y
BUS-25	1	80%	N	Y	Y
BUS-25	2	80%	N	Y	Y
BUS-25	3	80%	N	Y	Y

BUS-27	1	80%	Y	Y	Y
BUS-27	2	80%	N	Y	Y
BUS-27	3	80%	N	Y	Y
BUS-27	4	80%	N	Y	Y
BUS-34A	1	80%	N	Y	Y
BUS-34A	2	80%	N	Y	Y
BUS-34B	1	80%	N	Y	Y
BUS-34B	2	80%	N	Y	Y
BUS-49	1	70%	Y	Y	Y
BUS-49	2	70%	Y	Y	Y
BUS-49	3	70%	Y	Y	Y
BUS-49	4	80%	Y	N	N
BUS-49	5	80%	N	N	Y
BUS-75	1	80%	Y	Y	Y
BUS-75	2	80%	N	Y	Y
BUS-76	1	80%	N	Y	Y
BUS-76	2	80%	N	Y	Y
BUS-77	1	80%	N	Y	Y
BUS-77	2	80%	N	Y	Y
BUS-78	1	80%	Y	Y	Y
BUS-78	2	80%	Y	Y	Y
BUS-79	1	80%	Y	Y	Y
BUS-79	2	80%	Y	Y	Y
BUS-84	1				
BUS-84	2				
BUS-84	3				
CA-31	1	80%	N	Y	Y
CA-31	2	80%	N	Y	Y
CA-31	3	80%	N	Y	Y
CA-32	1	80%	N	Y	Y
CA-32	2	80%	N	Y	Y
CA-32	3	80%	N	Y	Y
CA-52	1				
CA-52	2				
CA-52	3				
CA-53	1				
CA-53	2				
CA-53	3				
CA-55	1	80%	N	Y	Y
CA-56	1	80%	N	Y	Y
CA-58	1	80%	N	Y	Y
CA-60	1				
CA-60	2				

CA-60	3				
CA-60	4				
CA-60	5				
CA-60	6				
CA-150	1	80%	N	Y	Y
CA-150	2	80%	N	Y	Y
CA-150	3	80%	N	Y	Y
CA-150	4	80%	Y	N	N
CARS-151	1	70%	N	Y	Y
CARS-151	2	70%	N	Y	Y
CARS-151	3	70%	N	Y	Y
CARS-151	4	70%	N	Y	N
CARS-151	5	70%	N	Y	N
CARS-151	6	70%	N	Y	N
CARS-153	1	70%	N	Y	Y
CARS-153	2	70%	N	Y	Y
CARS-153	3	70%	Y	Y	N
CARS-153	4	70%	Y	Y	N
CARS-153	5	70%	N	N	N
CARS-153	6	70%	N	Y	Y
CARS-153	7	70%	N	Y	Y
CD-11	1	70%	N	Y	Y
CD-11	2	70%	Y	Y	Y
CD-11	3	70%	N	Y	Y
CD-12	1	70%	N	Y	Y
CD-12	2	70%	N	Y	Y
CD-12	3	70%	N	Y	Y
CD-12	4	70%	Y	Y	Y
CD-12	5	70%	N	Y	Y
CD-12	6	70%	N	Y	Y
CD-15	1	70%	N	Y	Y
CD-15	2	70%	N	Y	Y
CD-15	3	70%	N	Y	Y
CD-16	1	70%	N	Y	Y
CD-16	2	70%	N	Y	Y
CD-16	3	70%	N	Y	Y
CD-16	4	70%	N	Y	Y
CD-16	5	70%	N	Y	Y
CD-17	1	70%	N	Y	Y
CD-17	2	70%	N	Y	Y
CD-19	1	70%	N	Y	Y
CD-19	2	70%	N	Y	Y
CD-19	3	70%	N	Y	Y

CD-19	4	70%	N	Y	Y
CD-19	5	70%	N	Y	Y
CD-20	1	70%	N	Y	Y
CD-22	1	70%	N	Y	N
CD-22	2	70%	N	Y	N
CD-22	3	70%	N	Y	N
CD-23	1	70%	N	Y	N
CD-23	2	70%	N	Y	N
CD-23	3	70%	Y	Y	N
CD-23	4	70%	N	Y	N
CD-24	1	70%	N	Y	Y
CD-24	2	70%	N	Y	Y
CD-24	3	70%	N	Y	Y
CD-24	4	70%	N	Y	Y
CD-24	5	70%	N	Y	Y
CD-25	1	70%	N	Y	Y
CD-25	2	70%	N	Y	N
CD-25	3	70%	N	Y	Y
CD-25	4	70%	N	Y	N
CD-25	5	70%	N	Y	Y
CD-25	6	70%	N	Y	Y
CD-25	7	70%	N	Y	Y
CD-26	1	70%	Y	Y	Y
CD-26	2	70%	N	Y	Y
CD-26	3	70%	N	Y	Y
CD-27	1	70%	N	Y	Y
CD-27	2	70%	Y	Y	Y
CD-27	3	70%	Y	Y	Y
CD-28	1	70%	N	Y	Y
CD-28	2	70%	N	Y	Y
CD-28	3	70%	N	Y	Y
CD-28	4	70%	N	Y	Y
CD-28	5	70%	N	Y	Y
CD-30	1	70%	Y	Y	Y
CD-30	2	70%	Y	Y	Y
CD-31	1	70%	N	Y	Y
CD-31	2	70%	N	Y	Y
CD-31	3	70%	N	Y	Y
CD-31	4	70%	N	Y	Y
CD-31	5	70%	N	Y	Y
CD-49	1	70%	Y	Y	Y
CD-49	2	70%	Y	Y	Y
CD-49	3	70%	Y	Y	Y

CD-49	4	80%	Y	N	N
CD-49	5	80%	N	N	Y
CD-50	1	70%	Y	Y	Y
CD-50	2	70%	Y	Y	Y
CD-50	3	70%	Y	Y	Y
CD-50	4	80%	Y	N	N
CD-50	5	80%	Y	N	Y
CG-1	1	70%	N	Y	Y
CG-1	2	70%	N	Y	Y
CG-1	3	70%	N	Y	Y
CG-150	1	70%	N	Y	Y
CG-155	1	70%	N	Y	Y
CG-155	2	70%	N	Y	Y
CG-158	1	70%	N	Y	Y
CG-158	2	70%	N	Y	Y
CHEM-1A	1	70%	N	Y	Y
CHEM-1B	1	70%	N	Y	Y
CHEM-8	1	70%	N	Y	Y
CHEM-45	1	70%	N	Y	Y
CHEM-45A	1				
COT-50	1	80%	N	Y	N
COT-50	2	80%	N	Y	Y
COT-52	1	80%	N	Y	N
COT-52	2	80%	N	Y	Y
COT-59	1	80%	N	Y	N
COT-59	2	80%	N	Y	Y
CS-1	1	80%	N	Y	Y
CS-1	2	80%	N	Y	Y
CS-1	3	80%	N	Y	Y
DS-110	1	70%	N	Y	N
DS-111	1	60%	N	Y	N
DS-112	1	60%	N	Y	N
DS-113	1	70%	Y	Y	N
DS-114	1	60%	N	Y	N
DS-115	1	60%	N	Y	N
DS-116	1	60%	N	Y	N
DS-120	1	80%	N	N	N
DS-120	2	50%	N	N	N
DS-121	1	70%	N	N	N
DS-121	2	70%	N	N	N
DS-121	3	70%	N	N	N
DS-121	4	70%	N	N	N
DS-122	1	70%	N	N	N

DS-122	2	70%	N	N	N
DS-122	3	70%	N	N	N
DS-122	4	70%	N	N	N
DS-153	1	70%	N	N	N
DS-153	2	70%	N	N	N
DS-155	1				
DS-155	2				
DS-155	3				
DS-155	4				
DS-155	5				
DS-155	1	70%	N	N	N
DS-158	2	70%	N	N	N
ECON-10	1	80%	N	Y	N
ECON-10	2	80%	N	Y	N
ECON-11	1	80%	N	Y	N
ECON-11	2	80%	N	Y	N
ECON-11	3	80%	N	Y	N
ED-1	1	75%	N	Y	Y
ED-1	2	75%	N	Y	Y
ED-1	3	75%	N	Y	N
ED-1	4	75%	N	Y	N
ED-1	5	75%	N	Y	N
ED-1	6	75%	N	Y	N
ED-1	7	75%	N	Y	N
ED-1	8	75%	N	Y	N
ED-1	9	75%	N	Y	N
ED-1	10	75%	N	Y	N
ED-2	1	75%	N	Y	Y
ED-2	2	75%	N	Y	Y
ED-2	3	75%	N	Y	Y
ED-2	4	75%	N	N	Y
EMT-21	1	80%	N	Y	N
EMT-60	1	80%	N	Y	N
EMT-61	1	80%	N	Y	N
ENGL-1	1	70%	Y	Y	N
ENGL-1	2	70%	Y	Y	N
ENGL-1	3	70%	Y	Y	N
ENGL-1	4	70%	Y	Y	N
ENGL-2	1	70%	Y	Y	N
ENGL-2	2	70%	Y	Y	N
ENGL-3	1	70%	Y	Y	N
ENGL-3	2	70%	Y	Y	N
ENGL-4	1	70%	Y	Y	N

ENGL-4	2	70%	Y	Y	N
ENGL-5	1	70%	Y	Y	N
ENGL-5	2	70%	Y	Y	N
ENGL-5	3	70%	Y	Y	N
ENGL-7	1	70%	Y	Y	N
ENGL-7	2	70%	Y	Y	N
ENGL-7	3	70%	Y	Y	N
ENGL-9	1	70%	Y	Y	N
ENGL-9	2	70%	Y	Y	N
ENGL-10	1	70%	Y	Y	N
ENGL-12	1	70%	Y	Y	N
ENGL-12	2	70%	Y	Y	N
ENGL-22	1	70%	Y	Y	N
ENGL-22	2	70%	Y	Y	N
ENGL-33	1	70%	Y	Y	N
ENGL-33	2	70%	Y	Y	N
ENGL-34	1	70%	Y	Y	N
ENGL-34	2	70%	Y	Y	N
ENGL-105	1	70%	Y	Y	N
ENGL-105	2	70%	Y	Y	N
ENGL-105	3	70%	Y	Y	N
ENGL-105A	1	70%	Y	Y	N
ENGL-105A	2	70%	Y	Y	N
ENGL-150	1	70%	Y	Y	N
ENGL-150	2	70%	Y	Y	N
ENGL-150	3	70%	Y	Y	N
ENGL-151	1	70%	Y	Y	N
ENGL-151	2	70%	Y	Y	N
ENGL-151	3	70%	Y	Y	N
ENGL-151	4	70%	Y	Y	N
ENGL-151	5	70%	Y	Y	N
ENGL-151	6	70%	Y	Y	N
ENGL-151	7	70%	Y	Y	N
ENGL-155	1	70%	Y	Y	N
ENGL-155	2	70%	Y	Y	N
ES-1	1	70%	Y	Y	N
ES-1	2	70%	Y	Y	Y
ES-1	3	70%	N	Y	Y
FILM-1	1	70%	N	Y	Y
FILM-1	2	70%	N	Y	Y
FS-3	1	80%	N	Y	N
FS-4	1	80%	N	Y	N
FS-5	1	80%	N	Y	Y

FS-6	1	80%	N	Y	N
FS-8	1				
FS-13	1	80%	Y	Y	N
FS-13	2	80%	Y	Y	N
FS-13	3	80%	N	Y	N
FS-13	4	80%	Y	Y	N
FS-13	5	80%	N	Y	N
FS-14	1	80%	N	Y	N
FS-14	2	80%	Y	Y	N
FS-14	3	80%	N	Y	N
FS-20	1	80%	N	Y	Y
FS-23	1	80%	N	Y	N
FS-23	2	80%	N	Y	N
FS-23	3	80%	N	Y	N
FS-23	4	80%	N	Y	Y
FS-26	1	80%	Y	Y	N
FS-26	2	80%	Y	Y	N
FS-26	3	80%	Y	Y	N
FS-26	4	80%	Y	Y	N
FS-49	1	70%	Y	Y	Y
FS-49	2	70%	Y	Y	Y
FS-49	3	70%	Y	Y	Y
FS-49	4	80%	Y	N	N
FS-49	5	80%	N	N	Y
FS-50	1	80%	Y	Y	N
FS-51	1	80%	N	Y	N
FS-52	1	80%	Y	Y	N
FS-53	1				
FS-54	1				
FS-56	1	80%	N	Y	N
FS-57	1	80%	N	Y	N
FS-58	1				
FS-58	2				
FS-58	3				
FS-59	1				
FS-60	1	80%	N	Y	N
FS-60A	1	80%	N	Y	N
FS-60A	2	80%	N	Y	Y
FS-60A	3	80%	N	Y	Y
FS-61	1	80%	N	Y	N
FS-64	1				
FS-64	2				
FS-65A	1				

FS-65A	2				
FS-65A	3				
FS-65B	1				
FS-65B	2				
FS-65B	3				
FS-65C	1				
FS-65C	2				
FS-65C	3				
FS-65C	4				
FS-68	1				
FS-68	2				
FS-68	3				
FS-68	4				
FS-68	5				
FS-70	1	80%	N	Y	N
FS-70	2	80%	N	Y	N
FS-70A	1	80%	Y	Y	N
FS-70A	2	80%	N	Y	N
FS-70A	3	80%	Y	Y	N
FS-70B	1	80%	Y	Y	N
FS-70B	2	80%	N	Y	N
FS-70B	3	80%	Y	Y	N
FS-70C	1		Y	Y	N
FS-70C	2				
FS-70C	3				
FS-72	1	80%	N	Y	N
FS-72A	1	80%	N	Y	Y
FS-73A	1	80%	Y	Y	N
FS-73B	1	80%	Y	Y	N
FS-74	1	80%	N	Y	N
FS-74	2	80%	N	Y	Y
FS-74	3	80%	N	Y	Y
FS-75	1	80%	N	Y	N
FS-75	2	80%	N	Y	N
FS-75	3	80%	N	Y	N
FS-75	4	80%	Y	Y	N
FS-76	1	80%	N	Y	Y
FS-76	2	80%	N	Y	N
FS-76	3	80%	N	Y	Y
FS-76	4	80%	N	Y	N
FS-77	1	80%	N	Y	Y
FS-78	1	80%	N	Y	Y
FS-78	2	80%	N	Y	N

FS-79A	1	80%	N	Y	Y
FS-80	1				
FS-81	1				
FS-84	1	80%	N	Y	N
FS-85	1	80%	N	Y	Y
FS-85	2	80%	N	Y	Y
FS-86	1	80%	Y	Y	N
FS-86	2	80%	Y	Y	N
FS-86	3	80%	Y	Y	N
FS-86	4	80%	N	Y	Y
FS-87	1	80%	Y	Y	N
FS-87	2	80%	Y	Y	N
FS-87	3	80%	N	Y	Y
FS-87	4	80%	Y	N	Y
FS-89	1	80%	N	Y	Y
FS-89	2	80%	N	Y	Y
FS-90	1	80%	N	Y	N
FS-91	1				
FS-92A	1				
FS-92A	2				
FS-92A	3				
FS-92B	1				
FS-92B	2				
FS-92B	3				
FS-92B	4				
FS-92C	1				
FS-92C	2				
FS-92C	3				
FS-92D	1				
FS-92E	1				
FS-92E	2				
FS-92E	3				
FS-93	1				
FS-93	2				
FS-94	1				
FS-94	2				
FS-95	1				
FS-95	2				
FS-96	1				
FS-96	2				
FS-96	3				
FS-96	4				
FS-96	5				

FS-97	1				
FS-97	2				
FS-97	3				
FS-97	4				
FS-97	5				
FS-98.18	1	80%	N	Y	Y
FS-98.20	1	80%	Y	Y	N
FS-98.21	1	80%	Y	Y	N
FS-98.21	2	80%	Y	Y	N
FS-98.21	3	80%	Y	Y	N
FS-98.21	4	80%	N	Y	Y
FS-98.21	5	80%	Y	Y	N
FS-156	1	80%	N	Y	Y
GEOG-2	1	70%	Y	Y	N
GEOG-2	2	70%	Y	Y	N
GEOL-1	1	80%	Y	Y	Y
GEOL-1	2	80%	Y	Y	Y
GEOL-5	1	80%	Y	Y	Y
GEOL-5	2	80%	Y	Y	Y
GIS-1	1				
GIS-1	2				
GIS-2	1				
GIS-2	2				
GIS-3	1				
GIS-3	2				
GIS-4	1				
GIS-4	2				
GIS-5	1				
GIS-5	2				
GSS-49	1	70%	Y	Y	Y
GSS-49	2	70%	Y	Y	Y
GSS-49	3	70%	Y	Y	Y
GSS-49	4	80%	Y	N	N
GSS-49	5	80%	N	N	Y
GSS-50	1	80%	N	Y	N
GSS-50.01	1	80%	N	Y	N
GSS-50.03	1	80%	N	Y	N
GSS-51	1	80%	N	Y	N
GSS-51.01	1	80%	N	Y	N
GSS-51.05	1	80%	N	Y	N
GSS-51.06	1	80%	N	Y	N
GSS-52	1	80%	N	Y	N
GSS-52.01	1	80%	N	Y	N

GSS-52.02	1	80%	N	Y	N
GSS-52.03	1	80%	N	Y	N
GSS-52.04	1	80%	N	Y	N
GSS-52.05	1	80%	N	Y	N
GSS-52.06	1	80%	N	Y	N
GSS-52B	1	80%	N	Y	N
GSS-52B	2	80%	N	Y	N
GSS-52B	3	80%	N	Y	N
GSS-52BR	1	80%	N	Y	N
GSS-52BR	2	80%	N	Y	N
GSS-52BR	3	80%	N	Y	N
GSS-54.05	1	80%	N	Y	N
GSS-55.04	1	80%	N	Y	N
GSS-56.01	1	80%	N	Y	N
GSS-56.03	1	80%	N	Y	N
GSS-56.04	1	80%	N	Y	N
GSS-57.01	1	80%	N	Y	N
GSS-57.02	1	80%	N	Y	N
GSS-57.03	1	80%	N	Y	N
GSS-57.06	1	80%	N	Y	N
GSS-57.08	1	80%	N	Y	N
GSS-57.15	1	80%	N	Y	N
GSS-58.02	1	80%	N	Y	N
GSS-59.02	1	80%	N	Y	N
GSS-59.03	1	80%	N	Y	N
GSS-59.04	1	80%	N	Y	N
GSS-59.05	1	80%	N	Y	N
GSS-59.07	1	80%	N	Y	N
GSS-59.09	1	80%	N	Y	N
GSS-60	1	80%	N	Y	N
GSS-60.01	1	80%	N	Y	N
GSS-60.02	1	80%	N	Y	N
GSS-60.04	1	80%	N	Y	N
GSS-61.01	1	80%	N	Y	N
GSS-61.02	1	80%	N	Y	N
GSS-61.03	1	80%	N	Y	N
GSS-62.03	1	80%	N	Y	N
GSS-62.04	1	80%	N	Y	N
GSS-63.01	1	80%	N	Y	N
GSS-63.02	1	80%	N	Y	N
GSS-63.03	1	80%	N	Y	N
GSS-63.04	1	80%	N	Y	N
GSS-63.05	1	80%	N	Y	N

GSS-64.01	1	80%	N	Y	N
GSS-66.01	1	80%	N	Y	N
GSS-66.02	1	80%	N	Y	N
GSS-66.03	1	80%	N	Y	N
GSS-67.01	1	80%	N	Y	N
GSS-68.01	1	80%	N	Y	N
GSS-68.02	1	80%	N	Y	N
GSS-68.03	1	80%	N	Y	N
GSS-69.01	1	80%	N	Y	N
GSS-69.02	1	80%	N	Y	N
GSS-69.03	1	80%	N	Y	N
GSS-69.04	1	80%	N	Y	N
GSS-70	1	80%	N	Y	N
GSS-70.01	1	80%	N	Y	N
GSS-70.02	1	80%	N	Y	N
GSS-71	1	80%	N	Y	N
GSS-71.01	1	80%	N	Y	N
GSS-71.02	1	80%	N	Y	N
GSS-71.03	1	80%	N	Y	N
GSS-71.04	1	80%	N	Y	N
GSS-72	1	80%	N	Y	N
GSS-72.01	1	80%	N	Y	N
GSS-73.02	1	80%	N	Y	N
GSS-75.02	1	80%	N	Y	N
GSS-77	1	80%	N	Y	N
GSS-78	1	80%	N	Y	N
GSS-79	1	80%	N	Y	N
GSS-80	1	80%	N	Y	N
GSS-81	1	80%	N	Y	N
GSS-82	1	80%	N	Y	N
GSS-83	1	80%	N	Y	N
GSS-84	1	80%	N	Y	N
GSS-85	1	80%	N	Y	N
GSS-87	1	80%	N	Y	N
GSS-88	1	80%	N	Y	N
GSS-89	1	80%	N	Y	N
GSS-90	1	80%	N	Y	N
GSS-91	1	80%	N	Y	N
GSS-93	1	80%	N	Y	N
GSS-94	1	80%	N	Y	N
GSS-95	1	80%	N	Y	N
GSS-98.02	1	80%	N	Y	N
GSS-98.03	1	80%	N	Y	N

GSS-98.04	1	80%	N	Y	N
GSS-98.05	1	80%	N	Y	N
GSS-98.06	1	80%	N	Y	N
GSS-98.08	1	80%	N	Y	N
GSS-98.09	1	80%	N	Y	N
GSS-98.12	1	80%	N	Y	N
GSS-98.13	1	80%	N	Y	N
GSS-98.21	1	80%	N	Y	N
GSS-98.22	1	80%	N	Y	N
GSS-98.23	1	80%	N	Y	N
GSS-98.24	1	80%	N	Y	N
GSS-112	1	80%	N	Y	N
GSS-112B	1	80%	N	Y	N
GSS-114	1	80%	N	Y	N
GSS-116	1	80%	N	Y	N
GSS-117	1	80%	N	Y	N
GSS-119	1	80%	N	Y	N
GSS-120	1	80%	N	Y	N
GSS-120B	1	80%	N	Y	N
GSS-123	1	80%	N	Y	N
GSS-124	1	80%	N	Y	N
GSS-127	1	80%	N	Y	N
GSS-129A	1	80%	N	Y	N
GSS-129B	1	80%	N	Y	N
GSS-129C	1	80%	N	Y	N
GSS-130	1	80%	N	Y	N
GSS-133	1	80%	N	Y	N
GSS-134	1	80%	N	Y	N
GSS-134	2	80%	N	Y	N
GSS-135	1	80%	N	Y	N
GSS-136	1	80%	N	Y	N
GSS-143	1	80%	N	Y	N
GSS-147	1	80%	N	Y	N
GSS-148	1	80%	N	Y	N
HIST-14	1	70%	N	Y	Y
HIST-15	1	70%	N	Y	Y
HIST-16	1	70%	N	Y	Y
HIST-17	1	70%	N	Y	Y
HLTH-2	1	70%	N	Y	Y
HLTH-25	1	70%	N	Y	Y
HLTH-25	2	70%	N	Y	Y
HO-3	1	70%	Y	Y	N
HO-49	1	70%	Y	Y	Y

HO-49	2	70%	Y	Y	Y
HO-49	3	70%	Y	Y	Y
HO-49	4	80%	Y	N	N
HO-49	5	80%	N	N	Y
HO-70	1				
HO-70	2				
HO-70	3				
HO-70	4				
HO-71	1				
HO-71	2				
HO-71	3				
HO-71	4				
HO-72	1				
HO-72	2				
HO-72	3				
HO-72	4				
HO-80A	1	90%	N	Y	N
HO-88	1				
HO-120	1	90%	Y	Y	N
HUM-1	1	70%	N	Y	Y
HUM-1	2	70%	N	Y	Y
HUM-1	3	70%	N	Y	Y
HUM-2	1	70%	N	Y	Y
HUM-2	2	70%	N	Y	Y
HUM-2	3	70%	N	Y	Y
HUS-10	1	80%	N	Y	Y
HUS-22	1	80%	N	Y	Y
HUS-24	1	80%	N	Y	Y
HUS-24	2	80%	N	Y	Y
HUS-25	1	80%	N	Y	N
HUS-27	1	80%	N	Y	N
HUS-30	1	80%	N	Y	Y
HUS-30	2	80%	N	Y	Y
HUS-30	3	80%	N	Y	Y
HUS-31	1	80%	N	Y	Y
HUS-32	1	80%	N	Y	Y
HUS-35	1	80%	N	Y	Y
HUS-37	1	80%	Y	Y	Y
HUS-37	2	80%	N	Y	Y
HUS-40	1	80%	N	Y	Y
HUS-40	2	80%	N	Y	Y
HUS-41	1	80%	N	Y	Y
HUS-42	1				

HUS-42	2				
HUS-48.05	1	80%	N	Y	Y
HUS-48.05	2	80%	N	Y	Y
HUS-48.05	3	80%	N	Y	Y
HUS-49	1	70%	Y	Y	Y
HUS-49	2	70%	Y	Y	Y
HUS-49	3	70%	Y	Y	Y
HUS-49	4	80%	Y	N	N
HUS-49	5	80%	N	N	Y
HUS-61	1	80%	Y	Y	Y
IDS-1	1		N	Y	Y
IDS-1	2				
IDS-1	3				
IDS-1	4				
IDS-2	1				
IDS-2	2				
IDS-2	3				
IDS-2	4				
IT-22	1	70%	Y	Y	N
IT-22	2	70%	Y	Y	N
IT-22	3	70%	Y	Y	N
IT-22	4	70%	Y	Y	N
IT-72	1	70%	N	Y	N
IT-72	2	70%	N	Y	N
MATH-1A	1	70%	N	Y	N
MATH-1A	2	70%	N	Y	N
MATH-1B	1	70%	N	Y	N
MATH-1B	2	70%	N	Y	N
MATH-7	1	70%	Y	Y	Y
MATH-8	1	70%	Y	Y	Y
MATH-11A	1	70%	Y	Y	N
MATH-11A	2	70%	Y	Y	N
MATH-11A	3	70%	Y	Y	N
MATH-11B	1	70%	Y	Y	Y
MATH-40	1	70%	N	Y	Y
MATH-40	2	70%	N	Y	N
MATH-60	1	70%	N	Y	Y
MATH-60	2	70%	N	Y	Y
MATH-156	1	70%	N	Y	Y
MATH-164	1				
MATH-164	2				
MATH-167	1				
MATH-168	1				

MUS-6	1	70%	N	Y	N
MUS-6	2	70%	N	Y	Y
MUS-7	1	70%	N	Y	N
MUS-7	2	70%	N	Y	Y
MUS-12	1	70%	Y	Y	Y
PE-15	1	70%	N	Y	N
PEAC-2A	1	70%	N	N	N
PEAC-2B	1	90%	N	N	N
PEAC-2B	2	90%	N	N	N
PEAC-2B	3	90%	N	N	N
PEAC-2C	1	70%	N	N	N
PEAC-2D	1	90%	N	N	N
PEAC-2D	2	90%	N	N	N
PEAC-2D	3	90%	N	N	N
PEAC-5A	1	100%	N	N	N
PEAC-5A.02	1				
PEAC-5B	1	90%	N	N	N
PEAC-5B	2	90%	N	N	N
PEAC-5B	3	90%	N	N	N
PEAC-5C	1	70%	N	N	N
PEAC-5C.02	1				
PEAC-5D	1	90%	N	N	N
PEAC-5D	2	90%	N	N	N
PEAC-5D	3	90%	N	N	N
PEAC-6	1	90%	N	N	N
PEAC-6B	1	90%	N	N	N
PEAC-6B	2	90%	N	N	N
PEAC-6B	3	90%	N	N	N
PEAC-6D	1	90%	N	N	N
PEAC-6D	2	90%	N	N	N
PEAC-6D	3	90%	N	N	N
PEAC-7	1	90%	N	N	N
PEAC-7D	1	90%	N	N	N
PEAC-7D	2	90%	N	N	N
PEAC-7D	3	90%	N	N	N
PEAC-9	1	90%	N	N	N
PEAC-9B	1	90%	N	N	N
PEAC-9B	2	90%	N	N	N
PEAC-9B	3	90%	N	N	N
PEAC-9D	1	90%	N	N	N
PEAC-9D	2	90%	N	N	N
PEAC-9D	3	90%	N	N	N
PEAC-10	1	90%	N	N	N

PEAC-10D	1	90%	N	N	N
PEAC-10D	2	90%	N	N	N
PEAC-10D	3	90%	N	N	N
PEAC-16	1	90%	N	N	N
PEAC-16	2	90%	N	N	N
PEAC-16	2	90%	N	N	N
PEAC-32D	1	80%	N	N	N
PEAC-34	1	90%	N	N	N
PEAC-44	1	70%	N	N	N
PEAC-44	2	90%	N	N	N
PHIL-1	1	70%	N	Y	Y
PHIL-1	2	70%	Y	Y	Y
PHIL-1	3	70%	N	Y	Y
PHIL-10	1	70%	N	Y	Y
PHIL-10	2	70%	Y	Y	Y
PHIL-10	3	70%	N	Y	Y
PHSC-1	1	70%	Y	Y	Y
PHYS-2A	1	70%	N	Y	Y
PHYS-2A	2	70%	N	Y	Y
PHYS-2B	1	70%	N	Y	Y
PHYS-2B	2	70%	N	Y	Y
PLSC-1	1	70%	Y	Y	Y
PLSC-1	2	70%	Y	Y	Y
PLSC-11	1	70%	Y	Y	Y
PLSC-11	2	70%	Y	Y	Y
PLSC-11	3	70%	Y	Y	Y
PSY-1	1	70%	N	Y	Y
PSY-1	2	70%	Y	Y	Y
PSY-1	3	70%	Y	Y	Y
PSY-1	4	70%	Y	Y	Y
PSY-5	1	70%	Y	Y	Y
PSY-5	2	70%	Y	Y	Y
PSY-6	1	70%	Y	Y	Y
PSY-6	2	70%	Y	Y	Y
PSY-18	1	70%	Y	Y	Y
PSY-18	2	70%	Y	Y	Y
PSY-18	3	70%	Y	Y	Y
PSY-31	1	70%	Y	Y	Y
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PSY-31	3	70%	N	Y	N
PSY-31	4	70%	N	Y	N
PSY-31	5	70%	N	Y	N
PSY-33	1	70%	Y	Y	N

PSY-33	2	70%	Y	Y	N
PSY-33	3	70%	Y	Y	N
PSY-33	4	70%	Y	Y	Y
SOC-1	1	70%	Y	Y	Y
SOC-1	2	70%	Y	Y	Y
SOC-1	3	70%	Y	Y	Y
SOC-2	1	70%	N	Y	N
SOC-2	2	70%	Y	Y	N
SOC-2	3	70%	Y	Y	N
SOC-2	4	70%	Y	Y	N
SOC-3	1	70%	Y	Y	N
SOC-3	2	70%	Y	Y	N
SOC-3	3	70%	Y	Y	N
SOC-3	4	70%	Y	Y	N
SOC-4	1	70%	Y	Y	N
SOC-4	2	70%	Y	Y	Y
SOC-4	3	70%	N	Y	Y
SOC-4	4	70%	N	Y	Y
SOC-4	5	70%	N	Y	Y
SPAN-1	1	70%	Y	Y	N
SPAN-1	2	70%	Y	Y	N
SPAN-2	1	70%	Y	Y	N
SPAN-2	2	70%	Y	Y	N
SPCH-1	1	70%	Y	Y	Y
SPCH-1	2	70%	Y	Y	Y
TUTR-50	1	70%	Y	Y	N
TUTR-50	2	70%	Y	Y	N
VN-50	1	75%	Y	Y	Y
VN-50	2	75%	N	Y	N
VN-51	1	75%	Y	Y	Y
VN-51	2	75%	N	Y	N
VN-52	1	75%	Y	Y	N
VN-52	2	75%	Y	Y	N
VN-52	3	75%	Y	Y	N
VN-52	4	75%	Y	Y	N
VN-53	1	75%	Y	Y	N
VN-53	2	75%	N	Y	N
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VN-54	3	75%	Y	Y	N
VN-54	4	75%	Y	Y	N
VN-54	5	75%	Y	Y	N
VN-54	6	75%	Y	Y	N

VN-56	1	75%	Y	Y	N
VN-56	2	75%	Y	Y	N
VN-56	3	75%	Y	Y	N
VN-56	4	75%	Y	Y	N
VN-56	5	75%	Y	Y	N
VN-57	1	75%	Y	Y	N
VN-57	2	75%	Y	Y	N
VN-58	1	75%	N	Y	N
VN-58	2	75%	Y	Y	N
VN-59	1				
VN-59	2				
VN-59	3				
VN-59	4				
VN-60	1				
WE-1	1	80%	Y	Y	Y
WE-1	2	80%	Y	Y	Y
WE-1	3	80%	Y	Y	Y
WE-1	4	70%	Y	N	N
WE-2	1	80%	Y	Y	Y
WE-2	2	80%	Y	Y	Y
WE-2	3	80%	Y	Y	Y
WE-2	4	70%	Y	N	N
WT-20	1	70%	N	Y	N
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WT-20	3	70%	N	Y	N
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WT-22	4	70%	N	Y	N
WT-23	1	70%	N	Y	N
WT-23	2	70%	N	Y	N
WT-25	1				
WT-25	2				
WT-31	1	70%	N	Y	N
WT-31	2	70%	N	Y	N
WT-32	1	70%	N	Y	N
WT-32	2	70%	N	Y	N
WT-36	1	70%	N	Y	N

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WT-37	1	70%	N	Y	N
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WT-37	3	70%	N	Y	N
WT-37	4	70%	N	Y	N
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WT-45	3	70%	N	Y	N
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WT-49	3	70%	Y	Y	Y
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WT-51	1	70%	N	N	N
WT-51	2	70%	N	N	N
WT-52	1				
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WT-53	2				

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California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021**

Name of Institution: Lassen Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/ Educational Master Plan (EMP)	A.1. Review and refine the college planning process	A.1. CEO and CIO	A.1.a. Mar 2021✓ A.1.b. Oct 2021 A.1.c. Nov 2021	A.1.a. Hire consultant to assist in review of planning processes A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT	A.1.a. Consultant identified and selected for planning process A.1.b. Planning process developed A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.	<p>A/B/C Over all Work Group has been formed to monitor the grant activities. The group includes VPAS, CIO, CSSO, Dean, faculty, faculty senate, faculty union, chairs, fiscal, IT and classified. (Initially made up of (short term) Educational Master Plan committee and Accreditation Workgroup.)</p> <p>Action Steps Completed: ✓A.1.a Consultant identified and selected for planning process 3/2021</p> <p>✓A.2.a. Consultant identified and selected for EMP format and development 3/2021</p> <p>Work in Progress: A.1 & A.5 Workgroup (CIO, chair and VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>A.2 & A.3 Workgroup (CIO, CSSO, IT, Facilities, HR, Classified and ASP) formed. Will recommend a methodology on 4/30/2021.</p>
	A.2. Review and refine Educational Master Plan (EMP)	A.2. CIO A.3. CEO and CIO	A.2.a. Mar 2021✓ A.2.b. Jun 2021 A.3.a-d Nov 2021	A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current.	A.2.a. Consultant identified and selected for EMP format development. A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.	
	A.3. Review and update the purpose (and necessity) of each college master plan	A.4. CBO and ASP A.5. CBO	A.4.a. May 2021 A.4.b. Sep 2021 A.4.c. Sep 2021 A.4.d. Jun 2021 A.4.e. Jun 2021 A.5.a. Sep 2021	A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise). A.2.b. Develop new EMP format that also aligns to CCCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals). A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting. A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.	A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.	
	A.4. Implement a new, separate Budget Committee				A.4.a. Budget Committee charge and structure developed. A.4.b. Determination made and any change is approved via shared governance. A.4.c. Link and clear distinction is determined and approved via shared governance.	
	A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)					

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. <i>(This would eliminate the IE Master Plan.)</i></p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "<u>Promote Institutional Stability</u>," "Advance Institutional Effectiveness," or something Similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	<p>A.4 Workgroup (ASP, CEO, Consultation Council Rep and CBO) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Strategic Enrollment Management (SEM)	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021 B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021 B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021 B.5.b. Oct 2021 B.5.c. Aug 2021 B.5.d. Nov 2021 B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/Investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan.</p> <p>B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM.</p> <p>B.3.b. Create useful reports or dashboards presenting those data. <i>(Also: Reference Fred Trapp report requests)</i></p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations.</p> <p>B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting student input.</p> <p>B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better.</p> <p>B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCC Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented.</p> <p>B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified.</p> <p>B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified.</p> <p>B.5.b. Communication strategies identified and implemented.</p> <p>B.5.c. Other underserved populations identified.</p> <p>B.5.d. Developed strategies for improved student services.</p> <p>B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	<p>B.1 & B.6 Workgroup (CSSO, IT, Dean, VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.2 & B3& B.5 Work Group (CIO, SS Dean, Counseling, IT, faculty) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.4 Workgroup (Guided Pathways Work Group) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a June 2021 C.1.b Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery Identified. C.1.c. Trainings conducted and attended.	C.1 Workgroup (CSSO, HR, Flex Committee) formed. Will recommend a methodology on 4/30/2021.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RPGroup, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a,B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature:	Date:

Deadlines

- √ A.1.a. Mar 2021
- √ A.2.a. Mar 2021

- A.4.a. May 2021
- B.2.a. May 2021
- B.5.a. May 2021

- A.2.b. Jun 2021
- A.4.d. Jun 2021
- A.4.e. Jun 2021
- C.1.a. June 2021

- B.1.a. Aug 2021
- B.2.b. Aug 2021
- B.3.a. Aug 2021
- B.1.a. Aug 2021
- B.2.b. Aug 2021
- B.3.a. Aug 2021
- B.5.c. Aug 2021
- C.1.b. Aug 2021

- A.4.b. Sep 2021
- A.4.c. Sep 2021
- A.5.a. Sep 2021

- A.1.b. Oct 2021
- B.5.b. Oct 2021

- A.1.c. Nov 2021
- A.3.a-d Nov 2021
- B.5.d. Nov 2021

- C.1.c. Fall 2021
- B.3.b. Dec 2021
- B.4.a. Dec 2021

- B.5.e. Feb 2022

- B.6.a. Continuously



Tuesday, March 9, 2021
Regular Meeting of the Board of Trustees - 5:30 p.m.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu. Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

Topic: Board of Trustees Meeting - Public

Time: Mar 9, 2021 05:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91365957378?pwd=ZS8xdkZDd0I4dHpJSEdM3daaDZXQT09>

Password: 684025

Or iPhone one-tap (US Toll): +16699006833,91365957378# or +12532158782,91365957378#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

Meeting ID: 913 6595 7378

Password: 684025

International numbers available: <https://cccconfer.zoom.us/j/91365957378?pwd=ZS8xdkZDd0I4dHpJSEdM3daaDZXQT09>

Or Skype for Business (Lync):

SIP: 91365957378.684025@lync.zoom.us

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

1. Meeting Opening

Subject **1.01 Call to Order and Roll Call**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 1. Meeting Opening

Type Procedural

Mrs. Sophia Wages, President
 Ms. Kim Dieter, Vice President
 Mr. Louis Hamilton
 Mrs. Sandra Jonas
 Mr. Buck Parks
 Mr. Alan Siemer
 Mr. David Trussell
 Student Trustee - vacant

Subject **1.02 Pledge of Allegiance to the Flag**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 1. Meeting Opening

Type Procedural

[Click here](#) to learn more information about the Pledge of Allegiance.



Subject **1.03 Agenda Approval**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 1. Meeting Opening

Type Action, Procedural

Recommended Action Recommend approving agenda as presented.

2. Public Comments

Subject **2.01 Call for Requests from the Audience to Speak to any Item on the Agenda**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 2. Public Comments
 Type Information, Procedural

Members of the public may wish to speak to any matter on the agenda prior to Board action; the following procedure shall be followed: Persons wishing to speak must sign in on the "sign in" sheet provided prior to the start of the meeting. Speakers will be called in the order in which they have signed in. At the beginning of the meeting the President of the Board will "Call for Requests from the Audience to Speak to Any Item on the Agenda." At that time, those wishing to speak will be called in order and should stand, state their name, and indicate the Agenda item to which they wish to speak. After the meeting begins and the Agenda item has been introduced by the Superintendent/President or his designee, and before discussion can occur, a motion for action needs to be made and seconded. The order of discussion will be members of the audience and then Members of the Board. The President of the Board will moderate the discussion and will call for a vote on this issue when asked to do so by a member Trustee. Voting on the motion will be by voice vote; either by acclamation or roll call. The decision by the Board of Trustees is Final. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-
Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

Subject 2.02 Public Comments on Items Not on the Agenda
 Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 2. Public Comments
 Type Information, Procedural

Addressing the Board on Items Not on the Agenda: Members of the public may wish to address the Board of Trustees on an item that is not on the Agenda. Members of the public wishing to speak must sign up on the "sign in"

sheet provided upon entering the Board Room. They should wait and announce their intention to do so when the President of the Board calls for "Comments from the Audience." They will be heard at that time and called in the order on the sign in sheet. The person should rise, go to the podium, make a brief statement covering the essential facts of their concern and then state what remedy or action, if any, they are requesting of the Board. However, the law (Brown Act) permits no discussion or action by the Board at that time because the item had not been previously listed on the Agenda. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

Revised Procedures for Public Meetings

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

- 1. Name
- 2. Agenda Item Number
- 3. Comment

Thank you -

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Subject	3.01 Public Comments on Consent Agenda Items
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Type	Information

Consent items are routine items acted on by the Board with one motion. Since no discussion of individual items will occur, this time is set aside for comments on the Consent Agenda.

Subject 3.02 Approval of Minutes of February 9, 2021 Regular Meeting

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent), Minutes

Recommended Action Recommend the Minutes of the February 9, 2021 Regular Meeting be approved as presented.

Subject 3.03 Approval of Personnel Consent Agenda

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent)

Recommended Action Recommend the Personnel Consent Agenda be approved as presented.

ADMINISTRATION/MANAGEMENT

a. Reassignment of Human Resources Technician to Human Resources Generalist – Melissa Hill

Salary: Grade 23, Step F

Effective: March 1, 2021

The District has been paying out of class for this individual to perform the duties of the Human Resources Generalist since August 2018. Since the layoff of the additional position in Human Resources the need to make this change permanent is imperative for the department to continue to operate at the highest standard possible.

b. Reassignment of Manager of Custodial Services to Maintenance and Operations Manager – Chrisdee Pelfrey

Salary: Grade 27, Step F

Effective: July 1, 2020

This employee's duties were significantly increased in January of 2020. The employee has not received any out of class pay and has continued to perform these duties since that time. This reassignment is permanent and brings this individual into closer regard to the expected salary for such a position.

c. Reassignment of Director of Athletics Operations to Director of Athletic Operations & Community Relations – Glen Yonan

Salary: Grade 32, Step M

Effective: January 1, 2021

Glen "Coach" Yonan has served Lassen College since the early 1990s. During that period, he has risen to the occasion in support of the institution in resounding fashion and in countless ways. More importantly, this change in compensation recognizes that his current pay no longer reflects his diverse efforts, nor has it kept pace with others performing such duties around the state. This change rectifies these problems. Finally, this change in pay corresponds positively to the additional duties Glen has and will continue to assume.

ACADEMIC

d.* Employment of Full-Time Tenure Track Instructional Designer – Thomas Robb

Status: Probationary

Salary: Placement on Academic Salary Schedule as determined by education and experience.

Effective: Effective March 1, 2021 for the remainder of the 2020/2021 Academic Year

CLASSIFIED

Information Item: The following retirement/resignation previously accepted by the President on behalf of the Board:

e. Retirement of Program Assistant – Carol Montgomery

Effective: July 1, 2021

f. Retirement of Maintenance Specialist IV/Plumber – Jeffrey Lang

Effective: July 1, 2021

*Contingent upon successful completion of criminal history background checks as required by California Ed Code. ALL SALARY PLACEMENTS WILL BE IN ACCORDANCE WITH RULES AND REGULATIONS FOR PLACEMENT ON THE BOARD OF TRUSTEES APPROVED SALARY SCHEDULE.

Subject	3.04 Approval of Warrants and Financial Reports
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Type	Action (Consent)
Recommended Action	Recommend the Board of Trustees approve the Warrants and Financial Reports ending February 28, 2021, as presented.

Background

In accordance with District Policy, a financial report and listings of the District's payroll and vendor transactions are presented to the Board of Trustees monthly for review and approval.

Status and Analysis

Due to the volume and high cost of duplication, warrant registers and payroll listing reports are available for review in the Office of the Executive Director of Fiscal and Auxiliary Services. An electronic report of the monthly financial statements will be distributed to Trustees prior to the meeting; a hard copy will be available at the meeting.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

<p>File Attachments Financials 2021-02.pdf (304 KB)</p>
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Subject	3.05 Quarterly Financial Status Report CCFS-311Q
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Type	Action (Consent)
Recommended Action	Recommend the Board of Trustees approve the Quarterly Financial Status Report, CCFS-311Q, for the period ended December 31, 2020, as presented.

Background

Each community college district is required to submit quarterly financial reports to its Governing Board for review and approval, and for submittal to the Chancellor's Office. The purpose of this report is to provide an overall view of the District's financial position. The quarterly financial status report presented is for the period October 1, 2020 through December 31, 2020.

Status and Analysis

The quarterly financial status report being presented is for the period October 1, 2020 through December 31, 2020 is attached.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

File Attachments
[CCFS 311Q Q2.pdf \(70 KB\)](#)

Subject **3.06 Approve Consent Agenda**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Type Action (Consent)

Recommended Action It is recommended the Consent Agenda be approved as presented.

4. Discussion/Action on item(s) removed from Consent Agenda**5. Information-Reports**

Subject **5.01 Academic Senate President's Report**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Information-Reports

Type Information, Report

Subject **5.02 Associated Student's Report**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Information-Reports

Type Information, Report

Subject **5.03 Interim Superintendent/President's Report**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Information-Reports

Type Information, Report

Subject **5.04 Board Comments**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Information-Reports

Type Information, Report

6. Administration First Reading Board Policy (No Action Required)

Subject	6.01 BP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	6. Administration First Reading Board Policy (No Action Required)
Type	Discussion, Information

Lassen Community College District Policy

CCLC No. 2430

Board of Trustees

BP 2430 Delegation of Authority to Superintendent/President

References: Education Code Sections 70902(d), 72400, ~~81655, and 81656~~;
ACCJC Accreditation Standards ~~IV.B.1.j and IV.B.2~~ **IV.B.5, IV.C.12 and IV.D.1**

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be available to all Board members.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

~~The Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual.~~

~~No contract shall constitute an enforceable obligation against the district until it has been approved~~

~~or ratified by the Board.~~

The above lined out text is included in Allen Hancock's BP

~~The Superintendent/President shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.~~

Reviewed May 13, 2014

Reapproved July 9, 2019

Subject **6.02 AP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 6. Administration First Reading Board Policy (No Action Required)

Type Discussion, Information

Lassen Community College District Procedure

CCLC No. 2430

Board of Trustees

AP 2430 DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

References:

Education Code Section 70902;

ACCJC Accreditation Standard IV.B.1.j and IV.B.2 **IV.B.5, IV.C.12, and IV.D.1**

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

~~Since the Superintendent/President is the chief executive officer of the District, all communications and recommendations from the staff of the District shall be conveyed through that personage to the District Governing Board. (The Superintendent/President shall make available to the Governing Board all data requested by said Board in a timely manner.)~~

~~This policy does not preclude discussion by Board members with staff on matters of college business.~~

The Superintendent/President shall be responsible for reasonable interpretation of Board Policy. In situations where there is no Board Policy direction, the Superintendent/ President shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Reviewed May 13, 2014

Reapproved July 9, 2019

7. Administration - Second Reading and Approval Board Policy

Subject	7.01 BP 2310 - Regular Meetings of the Board (Second Reading and Approval)
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration - Second Reading and Approval Board Policy
Type	Action, Discussion, Information
Recommended Action	Recommend the Board of Trustees approve the revisions to BP 2310 - Regular Meetings of the Board, as presented.

Lassen Community College District Policy

CCLC No. 2310

Board of Trustees

BP 2310 Regular Meetings of the Board

References:

Education Code Section 72000(d);

Government Code Sections 54952.2, 54953 et seq., and 54961

Regular meetings of the Board shall be held on the second Tuesday and fourth Tuesdays of each month, with the second meeting to be held only if necessary. Regular meetings of the Board shall normally be held at 5:30 p.m. in the Board Room, on the Lassen Community College Campus.

A notice identifying the location, date, and time of each regular meeting of the Board of Trustees shall be posted at least three (3) days prior to the meeting and shall remain posted until the day and time of the meeting. All regular meetings of the Board of Trustees shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.

All regular and special meetings of the Board of Trustees shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

Meetings of the Board

Following are the types of meetings through which the Governing Board of the Lassen Community College District shall conduct business.

Regular Meetings:

Regularly scheduled meetings may be of two kinds: business or educational. The latter type may be held for the purpose of reviewing and evaluating the college's program or the development and discussion of policy.

Adjourned Meetings:

Such meeting shall serve as a continuation of a regular meeting, and not as a special meeting.

Study Session Meetings (Retreats):

The Governing Board may meet for study sessions to exchange information and develop understanding. The public will be welcome to attend.

Except as otherwise provided herein, regular meetings of the Governing Board will be held at 5:30 p.m. on the second Tuesday of each month (with the exception of the December Organizational Meeting which **may be held on the third Tuesday of the month if needed** ~~will be held the third Tuesday of the month~~ pursuant to AB 2449) in the Board Room, on the Lassen Community College Campus. The date, time and place of a regular meeting may be changed by action of the District Governing Board at any previous meeting, provided that every member is notified either by letter or by distribution of the minutes carrying a record of the change. Notice of the location, date, and time of regular meetings shall be posted on the Lassen Community College campus as required by Education Code Section §72000. Said notice shall be posted at least three (3) days prior to the meeting and shall remain posted to and including the time of the meeting. Except in the case of meetings, whose date, time, or location are changed by action of the District Governing Board, the requirement of a posted notice may be satisfied by a permanently posted notice in substantially the following form:

"Regular meetings of the Governing Board of the Lassen Community College District are held on the second Tuesday of each month at 5:30 p.m. in the Board Room, on the Lassen Community College campus."

Mailed notice of regular meetings shall be given at least five (5) days prior to the meeting to any person who has filed a written request for such notice with the Governing Board pursuant to Government Code Section §54954.1. The Governing Board may at any time establish a reasonable annual fee for the sending of such notice based on the estimated cost of providing the service, or may be accessed electronically at www.lassencollege.edu.

Adjourned meetings may be continued, as the business of the district governing board requires.

The meetings of the Board will be held on the Lassen Community College campus except as specifically approved by the Board action. In case any meeting is held in a different place, the Secretary will notify each member and the public of the change.

Also see BP 2340 titled Agendas

Reviewed May 13, 2014

8. Administration

Subject	8.01 CCCT Board Elections Nominations - 2021
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration
Type	Action, Discussion, Information
Recommended Action	Recommend the Board of Trustees appoint a Trustee to research the candidates and provide up to seven (7) recommendations to the Board for a vote at the April 13, 2021 Regular Meeting.

Background

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT Board of the League will take place between March 10 and April 25. This year there are seven (7) seats up for re-election on the board with one (1) incumbent running and seven (7) vacancies. Each community college district governing board shall have one vote for each of the seven seats on the CCCT Board. Only one vote may be cast for any nominee or write-in candidate. The seven candidates who receive the most votes will serve a three-year term.

Status and Analysis

The eighteen (18) trustees who have been nominated for election to the Board are as follows:

1. Yvette Davis, Glendale CCD
2. Tina Arias Miller, Rancho Santiago CCD
3. Marguerite Bulkin, Yosemite CCD
4. Edralin Maduli, Chabot- Las Positas CCD
5. Bernardo Perez, Ventura County CCD
6. Gregory Pensa, Allan Hancock Joint CCD*
7. Kendall Pierson, Shasta-Tehama-Trinity Joint CCD
8. Mary Strobridge, San Luis Obispo County CCD
9. Alan Siemer, Lassen CCD
10. Cindi Reiss, Peralta CCD
11. Mark Edney, Imperial CCD
12. Barbara Calhoun, Compton CCD
13. Nan Gomez-Heitzeberg, Kern CCD
14. Margaret Fishman, Sonoma County Junior College District
15. Mary Lombardo, Copper Mountain CCD
16. Michele Jenkins, Santa Clarita CCD
17. Carolyn Inmon, South Orange County CCD
18. Deborah Ikeda, State Center CCD

* Incumbent

The Board typically appoints a Board Member to research the candidates and provide up to seven (7) recommendations to the Board for a vote. This item will be brought back to the Board at the April 13, 2021 Regular meeting to receive the recommendation and vote upon said recommendation.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments

[2021 CCCT Board Election Packet.pdf \(1,995 KB\)](#)

Subject	8.02 Faculty Evaluations
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration
Type	Action
Recommended Action	It is recommended the Board of Trustees take action to approve the recommendations as forwarded by the Senate as follows: Recommended for Second Year Contract: Tiffany Baiocchi and John (Dan) Weaver Recommended for Third Year Contract: Heidi Gray Recommended for Continuation Fourth Year Contract: Thomas Downing, Yuting Lin, Crystal Tobola Recommended for Granting Tenure: Hasib Azhand, Laura Greer, Sharlene Murphy, Celeste Wisner

Background

Per evaluation procedures documented in the LCFA Contract, Article 6.12.1 requires that recommendations for

reemployment/tenure made by faculty evaluation teams be forwarded by the appropriate Dean to the Academic Senate. The Senate then forwards the recommendations to the Acting President who in turn makes recommendations to the Governing Board.

Status and Analysis

At its meeting on February 3, 2021, the Academic Senate reviewed in closed session, validated the evaluation process for full-time instructional faculty described in 6.1.4 completed by the Dean of Instruction. Per provision 6.12.1 of the LCFA Contract, the Academic Senate took three actions related to the evaluations completed and recommendations made in evaluations conducted by the Dean.

The Superintendent/President reviewed and concurs with the recommendations of the Dean of Student Services, Vice President of Academic Services, and the Academic Senate, as noted above. The remaining faculty evaluations to be finalized will be forwarded for board approval at the next regular board meeting.

In addition, the Senate recognizes the completion of evaluations in Fall 2020 for the following faculty members:

Tenured Faculty Evaluated Fall 2020

Buck Bauer
John Martin
Cory McClellan
Jackson Ng
Carrie Nyman
Jeff Owens
Brian Wolf

Tenure Track Faculty Evaluated and Recommendations Fall 2020

Recommended for second year contract:

Tiffany Baiocchi
John (Dan) Weaver

Recommended for third year contract:

Heidi Gray

Recommended for continuation 4th year:

Thomas Downing
Yuting Lin
Crystal Tobola

Recommended for Granting Tenure:

Hasib Azhand
Laura Greer
Sharlene Murphy
Celeste Wiser

The Senate acknowledges the completion of evaluations for the following part-time faculty, part-time coaches, and distance education class sections.

Adjunct Faculty Evaluated Fall 2020

Beckwith, Michelle	Brown, Robert	Butler, Adam	Casteel, Orrin
Clain, Kim	Colby, Hillary	Edson, Kittie	Gowin, Bridget
Grant, Margaret	Growdon, Dean	Jordan, Rebecca	Mena, Greg
Mesloh, KC	Musante, Daniel	Nyman, Natalie	Rivas, Mike
Robinson, Gary	Schofield, Monique	Steele, Clifford	Uptegrove, James
Wattenburg, Amanda			

Distance Education Course Sections Reviewed Fall 2020

AGR-57, Hybrid, Bridget Gowin
AJ-9, Online, Dean Growdon
AJ-12, Online, James Uptegrove
AJ-20, Online, Tom Downing
AJ-23, Online, Tom Downing
BIOL-10, Online, Crystal Tobola
BIOL-20, Online, Tiffany Baiocchi
BIOL-25, Online, Crystal Tobola
BIOL-32L, Online, Tiffany Baiocchi

BUS-1A, Online, Hasib Azhand
 BUS-22, Correspondence, Hasib Azhand
 BUS-22, Online, Kim Clain
 CD-12, Online, Laura Greer
 CD-20, Online, Laura Greer
 CD-31, Online, Laura Greer
 CHEM-1A, Online, Yuting Lin
 CHEM-45, Online, Yuting Lin
 CHEM-45A, Online, Yuting Lin
 DS-114, Online, Kittie Edson
 DS-153, Online, Carrie Nyman
 ECON-10, Online, Natalie Nyman
 ECON-11, Correspondence, Hasib Azhand
 ENGL-1, Online, Cory McClellan
 ENGL-1, Online, Jeff Owens
 ENGL-9, Online, Cory McClellan
 ENGL-12, Online, Jeff Owens
 ENGL-105, Online, Jeff Owens
 HLTH-2, Correspondence, Michelle Beckwith
 HLTH-25, Correspondence, Tiffany Baiocchi
 HLTH-25, Correspondence, Carrie Nyman
 HLTH-25, Online, Hillary Colby
 MATH-40, Correspondence, Jackson Ng
 MATH-164, Correspondence, Jackson Ng
 PSY-1, Correspondence, KC Mesloh
 PSY-1, Correspondence, Amanda Wattenburg
 PE-15, Online, Carrie Nyman
 SOC-2, Online, Rebecca Jordan
 SOC-4, Online, Monique Schofield

Subject 8.03 Faculty Tenure Commendations

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 8. Administration

Type Information

Background/Status and Analysis

Due to COVID, Lassen College is unfortunately unable to hold our annual celebration during a Board meeting to acknowledge newly tenured faculty. In lieu of this, we would like to congratulate our newest tenured faculty members: 2019-2020, Roxanna Haynes, James Kleckner, Christi Meyers and Andy Rupley and for 2020-2021, Hasib Azhand, Laura Greer, Shar Murphy and Celeste Wisner and provide the Board as well as campus with contributions and future goals which has been provided by each newly tenured faculty. As soon as Lassen College is cleared to have open Board meetings, these individuals will be honored with a cake and celebration. Congratulations to all!

Faculty Tenure - 2019-2020

Name: Roxanna Haynes

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Prior to my Interim appointment as Dean of Instruction for CTE/Adult Education/Incarcerated education, I was a Division Chair and Academic Senate President. I enjoyed representing my faculty colleagues and participating in the growth and governance of our campus. I continue to mentor local business owners as a contribution to the community and it's also my way of giving back to a business community that has been supportive of my family's small business.

Future goal for your program: I am honored to continue working with my colleagues in the area of CTE and Incarcerated Education while working to grow our Adult Education program offerings, including our new noncredit certificate. Workforce Development and CTE continues to be an important piece of the economic recovery for many students seeking a role in the workplace and I look forward to leading and supporting our faculty as they respond to these demands.

Name: James Kleckner

Discipline: Fine Art/Graphic Design

Contributions to the profession (committee involvement, accolades, etc.): My professional contributions include: facilities and technology committee involvement, art program and curriculum updates and revisions, recurring annual curatorial exhibitions for student and faculty art shows at Lassen Arts Council, community outreach at Lassen County schools and Lassen County Fair, personal artwork comprises various juried exhibitions, including to exhibit at the Los Angeles Center for Digital Art titled Ten Artists to Watch. Future artwork involves publishing a graphic novel, book of illustrations, and creating a new body of work in the form of large-scale charcoal drawings exploring movement, figures, and various animals.

Future goal for your program: Future goals for the Arts Program at LCC include: finding a permanent gallery space to exhibit student, faculty, regional, and national art exhibitions on campus, develop a recurring visiting artist program (where artists exhibit and provide public talks and demonstrations for the county and community of LCC), provide more community-based art programs, and expand arts program via correspondence and online learning.

Name: Christi Myers

Discipline: Nursing and Allied Health

Contributions to the profession (committee involvement, accolades, etc.): Re-establishment of LVN program (along with Celeste) & EMT, CMA, Phlebotomy. Development of CNA program. Committee involvement, currently safety committee, leading from the middle.

Future goal for your program: Develop an RN program

Name: Andy Rupley

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate Representative, Full-Time Negotiator for LCFA, Division Chair of Business/Science, Curriculum Committee, and Educational Master Plan Committee. In 2020, earned Ph.D. in Organizational Leadership and passed the California Real Estate Exam to become a licensed Real Estate Agent.

Future goal for your program: Want to help build the non-credit offers for Lassen College through transitioning certain business course offerings as well as possibly creating a non-credit real estate program. In addition, creating a new accounting certificate and re-writing the office technology certificate to more align with the industry as well as more approachable from a student perspective.

Faculty Tenure - 2020-2021

Name: Hasib Azhand

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Helped the business department in implementing its new Small Business Certificate Program. Was Flex Chair for academic years of 2018-2019 and 2019-2020. Assisted in bring personal development training on campus. Influential in teaching incarcerated students face to face business courses to help lower recidivism rates. Helped complete the Entrepreneurship Certificate Program for our incarcerated students.

Future goal for your program: Create an amazing adult education program for small business owners.

Name: Laura Greer

Discipline: Child Development

Contributions to the profession: Site Supervisor Permit from the Commission on Teacher Credentialing. Involved in the Lassen Planning Council. Certified in the HighScope Curriculum (a curriculum for the 0-5 year age group).

Future Goal for Program: I hope to grow this program and increase enrollment.

Name: Shar Murphy

Discipline: Librarian

Contributions to the profession: Secured a full-time library technician, Christina Madrid, who is a fabulous addition to the College Library; secured and expanded loanable hotspots, Chromebooks, & textbooks; implemented a state-wide library system; arranged award-winning author visits to campus, area schools & public; Flex presentations; serve as secretary to Institutional Technology Planning Committee; received two commendations on College's Accreditation Report.

Future goals for your program: Continue to expand the Library's resources & services via Canvas and in-person; expand the Library's hours & days; secure a security system; further literacy work with the community.

On a personal note, I want to thank the College for my opportunities to work and live here. LCC, Susanville, and Lassen County have immensely blessed my life. The support offered is immeasurable. In gratitude, Shar

Name: Celeste Wisner

Discipline: LVN Nursing Instructor

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate (first year), Student Service Master Planning Committee.

Past committees: Scholarship, Discipline Committee. Future goal for your program: From a conversation about re-starting the nursing program with a stranger over a cup of coffee to graduating our fifth class this May I am confident that the sky is the limit for our nursing program. That said stranger- Christi Myers, now director of the program(s) and I have been living by our philosophy- "It will all make sense one day." With the help of the school, support from administration, colleagues, and community we have been able to graduate over 60 students since December 2017.

Future goals are to keep giving the best education we can provide to the nursing students and continue having a successful NCLEX pass rates. Our Simulation Lab have been instrumental in the students learning also. We plan to keep improving our Simulation to encourage stronger critical thinking. A LVN-RN Bridge program is a future goal that we are working hard to provide for our community. Being a RN in the community, I see the need of nurses- LVN and RN. I am happy to be part of the team who is helping bridge the gap and provide our community with the most evidence based practice education and skilled nurses. I feel excited when a past nursing student is providing my family and me medical care. I know they are in good hands and that's how I know we are doing it right!

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

Subject	8.04 Setting of Non-Resident Tuition Fee for FY 2021-2022
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration
Type	Action
Recommended Action	Recommend the Board of Trustees set the Non-Resident Tuition Fee for Academic Year 2021-2022 at \$270.00 per unit, as presented.

Background

Education Code Section 76140 requires each Community College District to annually establish the Non-Resident Tuition Fees for the following academic year by March 1. Due to a cyber attack to the LCC systems which occurred the last week of January, 2021, all campus computer infrastructure was incapacitated and this item was unable to be brought to the Board at the February 9, 2021 regular meeting.

Lassen Community College is permitted to establish Non-Resident Tuition based upon either the statewide average cost of education, the District average cost of education, contiguous District average cost of education, or anywhere between the statewide cost of education and the District average cost of education.

Status and Analysis

Lassen Community College established the Non-Resident Tuition Fee of \$280 per unit for the 2020-2021 academic year. Projections for the contiguous Districts fees for FY 2021-2022 are as follows: Shasta \$270, Siskiyou \$270, Butte \$270 and Feather River is \$270.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

Subject	8.05 Instructional Program Review (IPR) 2020-2021 - Child Development
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration

Type	Action
Recommended Action	Recommend the Board of Trustees accept the 2020-2021 Instructional Program Review (IPR) for Child Development, as presented.

Background

The Academic Senate, based on procedures outlined in the 13th edition of the Instructional Program Review Handbook, approves Instructional Program Reviews completed by faculty. The Senate President and Vice-President of Academic Services then jointly submit the Instructional Program Reviews to the Board for final acceptance.

Status and Analysis

The Academic Senate took action at its meeting on February 10, 2021 to approve and forward the 2020 Child Development IPR to the Board. The IPR was presented to Consultation Council Committee on February 22, 2021. The IPR document is attached.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments
[Child Development IPR Review 20-21.pdf \(958 KB\)](#)

Subject	8.06 Review of Surplus Disposal Plan
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration
Type	Discussion, Information

Background

Through the process of normal operations, Lassen Community College accumulates items which become no longer useful to the College as the item is either beyond its useful life or are no longer required for district purposes.

The College has accumulated many of these items over the past 20 years. For the last two years, we have been working towards clearing out the Cogen plant, and M & N buildings, where at least 90% of our surplus is stored. Many items currently on hand were left after a previous surplus sale and were never disposed of. Additional surplus items accumulated since then include items from the remodel of the Photo Lab and the Library, the move out of the Credence High school building, the normal accumulation of additional surplus items over time, and now also from the remodel of the M & N buildings and Room CA-102 (former Jewelry classroom).

Last year facilities took on the task of going through each item to decide if it was from the old surplus that had already gone to the board for approval, which meant that the college could liquidate, or was it new surplus that still needed to go to the board for approval in order for the college to surplus it.

Status and Analysis

The college is holding many unneeded items that require disposal. Some items have already been approved for surplus by the Board, and other items will be brought to the Board for approval during the Spring 2021 semester. All these items are the property of Lassen Community College and are no longer satisfactory or suitable for use by the district. Applicable regulatory and policy guidance on surplus property includes Education Code Section 81452 and Board Policy 6550, and Administrative Procedure 6550. In accordance with these requirements:

- The Superintendent/President is delegated authority by the Board of Trustees to declare as surplus such personal property of the District as is no longer useful for District purposes, and shall establish procedures to dispose of such property in accordance with applicable law.
- Either the donation or the sale of surplus items is authorized.
 - Donation, in lieu of sale, can be to a local school or other public entity.
 - Surplus items to be sold are required to be advertised for at least two (2) weeks.

- Item(s) may be sold at private sale without advertising:
 - When an item has an established value of the item does not exceed five thousand dollars (\$5,000), or
 - When an item is offered for sale but no qualified bid was received.
- All sales of surplus personal property shall be reported to the Board of Trustees on a periodic basis.
- District employees or their agents shall be free to submit sealed bids or to bid at public auction for surplus District property
- Upon request by the Governing Board a report on the disposal of District property shall include the price, the recipient of the property, and other information.
- If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board."

We have now formulated a plan to dispose of the extra surplus items that we have, which is attached for Board of Trustees review. We have also begun the process of removing many items currently stored in the Maintenance yard and near the M and N buildings to more suitable, covered storage until they can be properly removed through the surplus process.

This agenda item is provided for the Board's information only at this time.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments

[Surplus Disposal Plan.pdf \(71 KB\)](#)

Subject	8.07 COVID Update
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration
Type	Information

Background

In March of 2020, Lassen College shifted most education operations to an online modality. This was done as a result of the COVID-19 pandemic. In response to this worldwide medical matter, the Superintendent/President advises regular updates on the campus' COVID response.

Status and Analysis

At some point, conditions will permit the return of students to campus, along with a shift back to a face-to-face learning modality. In an effort to make this possible, precautions will need to be taken to ensure a safe environment for students, faculty, staff, and visitors alike.

For Board Discussion

How does this action achieve the college's Mission, Vision, and Values in support of student learning?

Subject	8.08 District Budget Update
Meeting	Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Administration

Type Information

Background

On July 14th the Governing Board approved the tentative budget for the 2020-2021 academic year with a subsequent status update and discussion at the Board Workshop meeting on July 28th. The final budget was approved by the Governing Board at its October 27, 2020 Retreat meeting.

Status and Analysis

The landscape of California Community Colleges finances continues to evolve. Cash flows from state apportionment has begun to take shape. The district has taken some direction in moving forward with securing ample future cash flows. Likely with a TRAN [tax and revenue anticipation notes] issuance toward end of calendar year.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

Subject 8.09 Accreditation Update

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 8. Administration

Type Information

Background

The College is currently addressing requirements and recommendations resulting from the March 2020 Accreditation visit.

Status and Analysis

The College continues to address the requirements and recommendations resulting from the March 2020 Accreditation visit via the LCC Accreditation Steering group. This group is comprised of Administration, faculty and staff members and an Accreditation Consultant. Specific progress is made weekly and will be discussed by the Superintendent/President.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

9. Information Items

Subject 9.01 Calendar of Events

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 9. Information Items

Type Information, Procedural

Please see "Events" on the Lassen College web site home page.

Note: At this time all LCC events (on campus, workshops and athletic events) have been suspended until further notice.

10. Future Dates and Reports

Subject **10.01 Future Dates and Reports**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 10. Future Dates and Reports

Type Information

April 13, 2021	Regular Meeting	Board Room	5:30 p.m.
April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 13, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Subject **11.01 Public Comment on Closed Session Agenda Items**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 11. Public Comment on Closed Session Agenda Items

Type Procedural

In accordance with Board Policy and Administrative Procedure 2345, "those wishing to speak should stand and indicate that Agenda item to which they wish to speak." Comments at this time will be limited to items appearing on the Closed Session portion of the Agenda, and will be limited to three (3) minutes pursuant to Board Policy and Administrative Procedures 2345 and 2350.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

12. Adjourn to Closed Session

Subject **12.01 Adjourn to Closed Session**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 12. Adjourn to Closed Session
 Type Procedural

13. Closed Session

Subject 13.01 Conference with Labor Negotiators (Three Matters)

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 13. Closed Session
 Type Action, Discussion, Information

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: LCFA

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: CSEA

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President
 Employee Organization: All Unrepresented Employee(s)

Subject 13.02 Conference with Legal Counsel - Anticipated Litigation (One Matter)

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 13. Closed Session
 Type Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Subject 13.03 Public Employee Appointment/Public Employment (One Matter)

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 13. Closed Session
 Type Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

14. Reconvene Meeting in Open Session

Subject **14.01 Reconvene Meeting in Open Session**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 14. Reconvene Meeting in Open Session

Type Procedural

Report Roll Call Vote of any action taken in Closed Session and required to be reported to the public.

15. Adjournment

Subject **15.01 Adjournment of Meeting**

Meeting Mar 9, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 15. Adjournment

Type Action

Recommended Action Recommend Motion to Adjourn the Regular Meeting of the Governing Board

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, March 9, 2021)

Generated by Julie Johnston on Thursday, March 11, 2021

Members present

Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Meeting called to order at 5:30 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 1.03 Agenda Approval

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

2. Public CommentsInformation, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent AgendaInformation: 3.01 Public Comments on Consent Agenda ItemsAction (Consent), Minutes: 3.02 Approval of Minutes of February 9, 2021 Regular MeetingAction (Consent): 3.03 Approval of Personnel Consent AgendaAction (Consent): 3.04 Approval of Warrants and Financial ReportsAction (Consent): 3.05 Quarterly Financial Status Report CCFS-311QAction (Consent): 3.06 Approve Consent Agenda

Trustee Jonas requested that Item b from 3.03 be moved to closed session for discussion.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda**5. Information-Reports**Information, Report: 5.01 Academic Senate President's Report

Adam Runyan, Academic Senate President, submitted the following report which was read by Julie Johnston:

Good Evening, We would like to congratulate our faculty that are receiving Tenure this evening. Item 8.02 on tonight's agenda highlights some of their accomplishments as faculty at LCC. We are truly lucky to have such committed faculty that have a vision to grow their programs and serve our students. Our Senate has been busy working on catching up with our IPR's. You will see the Child Development IPR is on your agenda this evening. We should have 6 for you to review by next month. We are still working closely with our Accreditation Tri Chairs and consultant making sure that we are checking off the boxes of the recommendations and requirements ACCJC has for us. The ASCCC has asked us to complete a Diversity Equity and Inclusion (DEI) survey, due by the end of this month, specifically looking at how we are embedding DEI efforts across our campus with students, staff, faculty, administration, and our board. Overall, we are "in progress" for many of their questions and initiatives, but have a long way to go to make sure we are looking at everything we do through a lens of Diversity, Equity, Inclusion, and

anti-racism, from our hiring practices, to our curriculum development, we are making headway. Thank you for your commitment as a board to our DEI efforts. As always, if you have any questions or concerns, please reach out to me. Thank you, Adam Runyan.

Information, Report: 5.02 Associated Student's Report

None

Information, Report: 5.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, Interim Superintendent/President stated he wanted to join Adam to congratulate those receiving tenure tonight. Dr. Albertson went on to say that for those receiving tenure, and those that received it a year ago we will have a party bigger than before. This was put under due to CoVid hitting. Congratulations to all receiving tenure and well done. It's March, and that means spring is approaching rapidly. With spring comes the opening of blossoms and buds on the trees and flowers. Such is meaningful symbolism for where the campus is headed in the coming months, as well. As we move into a period of reopening and, honestly, renewal, there is a great deal to consider. When this all started, I remember saying it would be more difficult to reopen that it was to move off-campus. Well, that difficult task is upon us. In an effort to ease that transition, the leaders of various campus constituencies and I will be meeting soon to discuss what is important to them as this process is undertaken. Following that, there will be planning exercises within the administration to ensure the campus team will be able to safely reopen upon their return. More or less, we will be working out the kinks before everyone shows up. But there, too, there will be a degree of thought applied to the process by which everyone is reintroduced to campus. Rather than bringing everyone back in a mass-wave of folks, the return will be layered, coming back in small groups. Finally, once everyone is back, the process of monitoring the situation for safety will go on. Frankly, it will be a continual process. Covid is not going away, and neither should our vigilance. Turning to the budget, we continue to occupy a strong cash position. In fact, even with the deferrals we are expecting from the State, we are likely to have enough cash on-hand to cover our expenses and payroll without having to draw on a tax-free TRAN. To be safe, however, we do intend to employ a taxable TRAN to ensure the steady availability of funds—should unforeseen needs arise. That's all for tonight. But, as always, keep up the great work and continue to serve our students and community. -Trevor

President Wages asked for an update on the Presidential search. Vickie Ramsey, Director of Human Resources advised she had planned to update the Board in closed session tonight, but her comments are not confidential. Ms. Ramsey advised the first committee meeting has been set for next Monday, March 15th from 2-3:30 p.m. at which time they will discuss paper screening and go through training and questions the committee may have as well as formulate questions for the interview.

Information, Report: 5.04 Board Comments

Trustee Sandra Jonas gave her congratulations to those receiving tenure tonight and congratulations to our two retirees, Jeff and Carol.

Trustee David Trussell stated he wished to say the same as Sandy said. Trustee Trussell stated he wished we could give those parties tonight for the tenured faculty. Congratulations with the two retirees, enjoy.

Trustee Buck Parks gave his congratulations to the retirees and tenured faculty. Trustee Parks gave a thank you to Alan for his time on the Board and that he thinks he wanted to stay on the Board, but there are things we are bound by. Trustee Parks stated they have done provisional appointments in the past, and it is a process we will have to do. Best wishes to Alan.

Trustee Kim Dieter gave her congratulations to everyone.

Trustee Louis Hamilton stated ditto. He would like to say what Buck said about Alan. Appreciates Alan being on the Board, and it was too bad he was not qualified to stay.

President Sophia Wages stated she wants to congratulate the tenure employees and Carol and Jeff and thank Alan for his service. President Wages added that they may not all agree, but she appreciates everyone's opinions. Thank you all again.

6. Administration First Reading Board Policy (No Action Required)

Discussion, Information: 6.01 BP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported this open airing is designed to bring this policy into greater requirements for accreditation. Dr. Albertson noted the Tri Chairs are doing a wonderful job. This item is a technicality. It removes a technical barrier.

Discussion, Information: 6.02 AP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported that again this is more of a technical matter for the President to have the authority in line with accreditation standards.

7. Administration - Second Reading and Approval Board Policy

Action, Discussion, Information: 7.01 BP 2310 - Regular Meetings of the Board (Second Reading and Approval)

Dr. Trevor Albertson advised this BP codifies the need to hold a second meeting if needed and allows the Board flexibility in scheduling the December meeting to meet the requirements of AB2449.

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

8. Administration

Action, Discussion, Information: 8.01 CCCT Board Elections Nominations - 2021

President Wages called for a board member to volunteer to research the candidates for the CCCT Board noting that Trustee Hamilton had performed this research for the Board last year. Trustee Hamilton agreed to research the nominees and bring forward his recommendations to the Board at the April 13, 2021 Regular meeting. President Wages thanked Trustee Hamilton.

Action: 8.02 Faculty Evaluations

Dr. Albertson said that the faculty evaluations were completed and well done adding that the new deans are doing great with this as well as the faculty.

Motion by Sandra Jonas, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 8.03 Faculty Tenure Commendations

Dr. Albertson advised this is giving commendations to the Board as to who received tenure. These faculty have been serving the college for at least the last 5 years and these faculty have made a difference for our students. President Wages congratulated the faculty receiving tenure on their commitment.

Action: 8.04 Setting of Non-Resident Tuition Fee for FY 2021-2022

Dr. Albertson reported that in setting the non-resident tuition fee for 2021-2022, it is actually a decrease of \$10 per unit which is what everyone else has done to remain competitive. This is ready to go and will keep us competitive for any students looking to attend any community college. It is recommended the Non-Resident Tuition Fee be set at \$270 per unit for the 2021-2022 fiscal year.

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 8.05 Instructional Program Review (IPR) 2020-2021 - Child Development

Dr. Albertson reported that the Instructional Program Review (IPR) for 2020-2021 for Child Development was completed by Laura Greer, our Early Childhood Education instructor. She has done a phenomenal job and should be commended for what she has produced. It is noted the Board conveys their thanks for her hard work.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Discussion, Information: 8.06 Review of Surplus Disposal Plan

Dr. Albertson reported that this was a hot item. They have figured out where the problems were. Dr. Albertson stated he wanted to commend Greg and his staff for making it happen. They got the desks out of the weather and other items moved. This plan is for starting to dispose of things. Some of it needs to be disposed of as it has not sold at the previous sale. Other items need to be assessed in the system which are high value items, so we can turn them back into items the community can use and dollars for our students. Trustee Hamilton stated he wanted to thank them for cleaning up the backyard. He went by tonight and that is the way it should be kept. Yes, there are items that are surplus, but we need to have those items put up to store them. One area is the CoGen and hopefully we can get them out and sold.

Trustee Hamilton stated he does not agree with all of the plan. For the items we have that are surplus, we have state code that we have to follow and state code is what he would like reassurance we are following. Trustee Hamilton advised he wants to see us get the most money that we can. Trustee Hamilton reported he was on the Board in 2012 for the last sale and there are items that are on the list, that he has now found are still here. We need to get rid of them.

Information: 8.07 COVID Update

Dr. Albertson advised that it is less of a concern about what we need to do to keep people off campus, but to get people back up here. Today Julie and he were having a very spirited conversation about how we were going to do this with signage. Dr. Albertson stated he cannot stand out there with a clip board making sure people have been vaccinated. People are not just

returning after CoVid, but in some cases it is their first time to campus. Dr. Albertson advised a meeting has been scheduled with various campus principles to start this discussion on returning to campus.

Information: 8.08 District Budget Update

Dr. Albertson advised that the Status and Analysis says it all. Dr. Albertson stated that about pulling the TRAN, we have no short fall to prove to the State, and we think we are going to have the money we think we may need if something bad were to occur. The TRAN is something about having it if we need it as a safety net. Dr. Albertson advised that it is peace of mind for the Board and him and is worth it.

Information: 8.09 Accreditation Update

Dr. Albertson reported that accreditation is moving forward, and he spoke with Toni Sommer, our accreditation representative. To the Tri Chairs, thank you and thank you to all of the faculty and staff putting in hours on this. It is not something that happens overnight. It requires brain work to get done and after hours, but they are making that time. Thank everyone working hard to do this.

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Wages referred those present to the Events tab on the website and that hopefully soon we will have events back on campus.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

March 18, 2021	Special Meeting	Board Room	5:30 p.m.
April 13, 2021	Regular Meeting	Board Room	5:30 p.m.
April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 11, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into CLOSED SESSION at 6:08 p.m.

13. Closed Session

Action, Discussion, Information: 13.01 Conference with Labor Negotiators (Three Matters)

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 13.02 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into OPEN SESSION at 7:13 p.m.

15. Adjournment

Action: 15.01 Adjournment of Meeting

The meeting adjourned at 7:14 p.m.



Wednesday, March 24, 2021
Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
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 Topic: Academic Senate
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 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Agriculture IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve AGR IPR

Subject 3.02 Digital Graphic Design IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve DGD IPR

File Attachments
[2020 IPR DGD.pdf \(3,042 KB\)](#)

Subject 3.03 Human Services IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Human Services IPR

File Attachments
[IPR Human Services 2020-2021.pdf \(852 KB\)](#)

Subject 3.04 Humanities IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Humanities IPR

File Attachments
[IPR Humanities 2020-2021.docx \(2,299 KB\)](#)

Subject 3.05 Institutional Set Standards

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Update and approve Institutional Set Standards

File Attachments
[Institution-Set-Standards-2021_Final.pdf \(94 KB\)](#)
[ISS Presentation.pdf \(1,773 KB\)](#)
[True or False Questions on Institutional Set Standards.pdf \(90 KB\)](#)

Subject **3.06 SLO Handbook**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve SLO Handbook

File Attachments

[SLO Handbook LG.docx \(321 KB\)](#)**Subject** **3.07 AP 4240 Academic Renewal Policy**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Change Academic Renewal "2 year time lapse" policy to "1 year time lapse."

Change 2 years time lapse to 1 year based off of research and student need.

File Attachments

[AP 4240 Academic Renewal form 2020.docx \(29 KB\)](#)**Subject** **3.08 Senate Academic Scholarship**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve Academic Senate Scholarship and faculty donation form.

File Attachments

[LCC Academic Senate Scholarship.docx \(178 KB\)](#)[Academic Senate Scholarship Donation Form.docx \(1,625 KB\)](#)**Subject** **3.09 Senate Elections**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve elections timeline, list of faculty eligible for nominations, and call for nominations documents

The timeline, eligible faculty, and call for nomination letter are presented for approval. This action officially launches the elections process for 2021 - 2023 senators.

File Attachments

[Senate Elections - Full Time Faculty Eligible for Nomination Spring 2021.docx \(14 KB\)](#)

[SenateElections-CallforNominations21-23.rtf \(109 KB\)](#)

[SenateElections-Timeline20-21.rtf \(105 KB\)](#)

Subject 3.10 Faculty Committee Assignment

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Curriculum Recommendation - Remove Tom Robb from DE and add Crystal Tobola

4. Discussion

Subject 4.01 PSLO/ISLO Pilot Project

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

Accreditation Tri Chairs have submitted the PSLO ISLO Pilot Assessment Project - For review and discussion

Mock ISLO Graduate Survey and mock PSLO Graduate Survey for information.

File Attachments

[PSLO ISLO Pilot Assessment Project Revised 3_16_21.docx \(19 KB\)](#)

[Microsoft Forms- AT Electrical Cert PSLO Survey Final.pdf \(90 KB\)](#)

[Microsoft Forms ISLO Survey Final.pdf \(82 KB\)](#)

Subject 4.02 Camera On Policy Recommendation

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

San Mateo Community College District - On Camera Requirements Recommendation

File Attachments

[TTL Guidance Memo - On Camera Requirements Final Draft 12-17-20-1.pdf \(347 KB\)](#)

5. Information

6. Reports

Subject **6.01 Administration**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

Subject **9.02 Diversity Pledge and Faculty Diversification**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

10. Future Meeting Dates

Subject **10.01 Meeting Dates**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 10. Future Meeting Dates

Type Information

April 14, 2021

April 28, 2021

May 12, 2021

May 26, 2021

Academic Senate Meeting March 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Randy Joslin, James Kleckner, Chad Lewis, Alison Somerville

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Still awaiting a current curriculum form not up to date. Motion to table pending completion.

(Downing/Rupley MSCU)

3.02 Digital Graphics Design IPR

Second review of IPR for approval. Motion to approve

(Downing/Baker MSCU)

3.03 Human Services IPR

Second review of IPR for approval. Motion to approve.

(Wisser/Rupley MSCU)

3.04 Humanities IPR

Second review of IPR for approval. It is ready for approval except the strategic goals are not linked to the requests portion of the report. Motion to table until completion

(Runyan/Baker MSCU)

3.05 Institutional Set Standards

Dr. Joslin presented item 3.05. The old standards have not been reviewed or updated since 2013. For ease of communication and discussion of the standards, Dr. Joslin compiled all three separate ISS documents into one document and numbered each standard as #1 through #7. He examined longitudinal data for ISS #'s 1 through 5, and used the data to set new Baseline and Stretch goals for each, based on overall average of the years examined, and the most recent three-year average. He then used available data for determining baseline and stretch goals for ISS #6 (Licensure Pass Rates), and used longitudinal data from the Perkins website to determine baseline and stretch goals for ISS #7 (Job Placement Rates).

Presentation of this data was done in a way so that the data and the resulting goals was explained as well as possible, and that a robust dialogue occurred over the entire issue. This

discussion concluded with the Senate voting to approve the revised institution Set Standards presented.

(Runyan/Rupley MSCU)

3.06 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in "draft" form. The handbook has been updated with our current standards and spells out the SLO assessment and review process.

Motion to approve

(Baker/Lin MSCU)

3.07 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Item brought back for approval with a 1 year policy. Motion to approve.

(Downing/Runyan MSCU)

3.08 Senate Academic Scholarship

There is approximately \$500.00 in the scholarship fund for distribution. It was discussed to have 2 - \$100.00 scholarships with the standards eligibility requirements to apply. The faculty donation election form will also be sent out asking faculty to contribute to the fund. Motion to approve

(Downing/Baker MSCU)

3.09 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. Senators reviewed eligible faculty list for elections. Call for nominations form will be sent out to all faculty by VP Baker with nomination/election deadlines included. Motion to approve

(Rupley/Downing MSCU)

3.10 Faculty Committee Assignment

Senate reviewed a request from Chad Lewis, Curriculum Committee Chair, to remove Thomas Robb from the Distance Education Committee and add Chrystal Tobala. Motion to approve

(Downing/Baker MSCU)

4. Discussion

4.01 PSLO/ISLO Pilot Project

The accreditation workgroup is proposing a pilot assessment project through surveys. The purpose of this assessment would be working on learning and improving the processes of PSLO and ISLO. A sample survey was included for review. Senators are requested to review and the item will come back at a later date.

4.02 Camera On Policy Recommendation

President Runyan is continuing the research on this topic. He has found a policy from San Mateo College which was attached. It was requested we review and provide comment for the item to return at a later date.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho reiterated the importance of the curriculum review process. She will be changing the IPR orientation around making this a priority.

6.02 Senators

None

6.03 LCFA

Rupley encouraged all to vote on the current TA proposed to the union.

6.04 Guided Pathways

None

7. Closed Session - Entered at 4:32 pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 applicant – DSPS Coordinator and Learning Disability Specialist.

Closed Session –Ended at 4:42pm

Report Action in Closed Session:

Applicant meets equivalency for DSPS Coordinator and Learning Disability Specialist.

8. Meeting Closing

8.01 Adjournment – 4:43 pm

(Baker/Rupley MSCU)

Respectfully Submitted,

T. Downing



Wednesday, April 14, 2021
Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

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Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
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 International numbers available: <https://cccconfer.zoom.us/j/94056618152>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Agriculture IPR

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve AGR IPR. Need signatures on Curr Review Form.

File Attachments

[2020 AGR IPR.pdf \(1,484 KB\)](#)

[Agriculture IPR Curriculum Review.doc \(56 KB\)](#)

Subject **3.02 PSLO/ISLO Pilot Project**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 3. Action

Type Discussion

Accreditation Tri Chairs have submitted the PSLO ISLO Pilot Assessment Project - For review and discussion
Mock ISLO Graduate Survey and mock PSLO Graduate Survey for information.

File Attachments

[Microsoft Forms ISLO Survey Final.pdf \(82 KB\)](#)[Microsoft Forms- AT Electrical Cert PSLO Survey Final.pdf \(90 KB\)](#)[PSLO ISLO Pilot Assessment Project Revised 3_26_21.docx \(20 KB\)](#)**Subject** **3.03 AP 4102**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Change language back to "The Chief Instructional Officer will forward the candidates
to the Superintendent/President for consideration."

File Attachments

[AP 4102 - CTE advisory board Updated 3.10.21.docx \(18 KB\)](#)**4. Discussion**

Subject **4.01 ACCJC Draft Report**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 4. Discussion

Type Discussion

File Attachments

[LCC ACCJC Draft Report 4-8-2021.docx \(283 KB\)](#)**Subject** **4.02 Camera On Policy Recommendation**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 4. Discussion

Type Discussion

San Mateo Community College District - On Camera Requirements Recommendation

File Attachments

[TTL Guidance Memo - On Camera Requirements Final Draft 12-17-20-1.pdf \(347 KB\)](#)

Subject **4.03 DEI Resolution**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 4. Discussion

Type Discussion

File Attachments

[SAMPLE DEI Resolution template.pdf \(192 KB\)](#)

[DEI Resolution_Joint Letter.pdf \(525 KB\)](#)

5. Information

Subject **5.01 Transcript Evaluation form for Incarcerated**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 5. Information

Type Information

This form was approved by Senate at the February 24, 2021 meeting. This form has been updated by the counseling office to meet the needs of our incarcerated population.

File Attachments

[Transcript evaluation form for Incarcerated.docx \(39 KB\)](#)

Subject **5.02 Spring Senate Plenary**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 5. Information

Type Information

Spring Resolutions Packet Attached

File Attachments

[Resolutions Spring 2021.pdf \(445 KB\)](#)

6. Reports

Subject **6.01 Administration**

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
 Category 6. Reports
 Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject 6.02 Senators

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
 Category 6. Reports
 Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
 Category 6. Reports
 Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
 Category 6. Reports
 Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.
 Category 7. Closed Session
 Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Future Agenda Items

Subject 8.01 Create new IPR Handbook/Template

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 8. Future Agenda Items

Type

Subject 8.02 Diversity Pledge and Faculty Diversification

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 8. Future Agenda Items

Type

9. Future Meeting Dates

Subject 9.01 Meeting Dates

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 9. Future Meeting Dates

Type Information

April 28, 2021

May 12, 2021

May 26, 2021

10. Meeting Closing

Subject 10.01 Adjournment

Meeting Apr 14, 2021 - Academic Senate Meeting - Wednesday, April 14th at 3:00pm.

Category 10. Meeting Closing

Type Action

Recommended Action Meeting adjournment

Academic Senate Meeting April 14, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Lin Rupley, Runyan, Waiser

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Sue Kelley, James Kleckner, Alison Sommerville

1.02 Approval of Agenda (Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 3/24/2021 meeting (Rupley/Runyan MSCU)

2. Public Comment None

3. Action

3.01 Agriculture IPR Second Review of IPR for approval. Motion to approve (Baker, Rupley MSCU)

3.02 PSLO/ISLO Pilot Project
Surveys will be sent out to students that are graduating from the listed programs. The information gathered will be for upcoming IPR's. Runyan stated that the Tri Chairs have put in a lot of work on this project. Rupley brought up some misspellings that need to be corrected. Lisa Gardiner took notes on what needed to be fixed. Rupley mentioned that the IPR handbook will need to be updated to reflect this data capture. Motion to approve with corrections.
(Rupley, Baker MSCU)

3.03 AP 4102
Senate took action at it's March 10, 2021 meeting to take out the Superintendent/President submission of CTE Advisory membership to the Board of Trustees. Concerns arose regarding this as the Superintendent/President is the Secretary to the Board. Administration discussed that this is more of a collegial process by having the word consideration. It was recommended by Baker for the sentence to read: "The Chief Instructional Officer will forward the candidates to the Superintendent/President, who submits the list of candidates to the Board of Turstees." Motion with recommended changes.
(Baker, Rupley MS) There was not a majority vote. Motion died

4. Discussion

4.01 ACCJC Draft Report
President Runyan wanted to thank Senators Andy and Celeste for making comments on the document. Adam stated this is not a final draft because there are a lot of things that need to be updated and we want others to take looks at this document. The corrections or information that was requested will go back to the tri-chairs as well as the consultant to keep the document keeps going forward in a positive way. Thomas Robb has been selected as the editor and will help make sure all the links are good and that the document carries one voice. This document will need to be done and finalized through all steps and make sure that it is finished so ACCJC gets this document by October of 2021. Senate made recommendations back to the tri-chairs to continue through the governance process.

4.02 Camera On Recommendation
This is a guidance memo that came from another college and things that other colleges are doing to address online instruction. There can be one more discussion, but the following meeting will need to be an adoption of a LCC document that we will need to have. Andy asked if this is something we need to align with accreditation. Adam stated this is a recommendation that is to limit liability. We need to do what we have discussed before, which is to make sure that our syllabus are very specific with what we will require in our courses as instructors.

4.03 DEI Resolution
This document is something that is happening throughout the state and something that can help us be a pillar in the community as a DEI stakeholder. This still has a bit to go and we are hoping to have something by June of this year. It is a state wide movement. Andy asked if there is any push back against something like this throughout the state. Adam stated that this is overwhelmingly being approved throughout the state. The one concern that has been voiced is that it can divide people based on who did and did not sign the document. Roxanna brought up an inclusivity document in 2019

and this document is not a new resolution and that we have already supported this type of movement. Adam said he will reach out to other people to see if there is anything else on the document.

5. Information

5.01 Transcript Evaluation Form for Incarcerated

This form was updated to be more inclusive to our incarcerated students and also helps meet an accreditation standard. Counseling and correspondence has viewed this document as well as KC Mesloh, Evaluation Coordinator, to make sure this document meets standards.

5.02 Spring Senate Plenary

Adam talked about spring plenary and the voting that will happen. We need to get information to Adam by Friday to address any concerns. When the voting is done Adam will come back to tell us what happened. Alison asked to please vote for CCC apply. James wanted the votes to be thoughtful.

6. Reports

6.01 Administration

Carie said she didn't have much to talk about except the bombshell from yesterday (CCC closing). Adam asked how many people we will lose. Roxanna said rough numbers look like 13% loss in FTE. Andy asked if there was any retention from students transferring to other institutions. Roxanna stated that there are multiple factors. Some students may be able to finish the social science degree, but we will lose multiple business students from finishing their degrees. There are book issues that may lead to some students not being able to finish degrees. It may be best to put together a letter for the students to give to their future college coordinators to get finished. There could be some scheduling changes to help finish the students out before they leave next year.

6.02 Senator Reports

Adam asked about nominations about running for senate this next cycle. Colleen said that she had not received anything yet.

6.03 LCFA

No Report

6.04 Guided Pathways

No Report

7. Closed Session

7.01 Consideration of Faculty Minimum Qualifications

None

10.01 Adjournment - Motion to adjourn at 4:35pm

(Baker, Lin MSCU)



Monday, April 26, 2021
 Consultation Council 3:00 pm via Zoom-

Public Content

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Karen Clancy	Andy Rupley	Terry Bartley	
Carie Camacho		Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members) Carl Oberriter, Seaira Harrington, Tara Harkema, Sue Kelley, Carol Growdon, Tiffany Montgomery, Roxanna Haynes, Chrisdee Pelfrey, Vickie Ramsey, Melissa Hill, Pat Shannon, Sandra Jonas (board member), Codi Mortell, Kim Clain

1. Meeting Opening

1.01 Call to Order and Roll Call 3:02pm

1.02 Approval of Agenda -approved by consensus

1.03 Approval of Minutes 04/12/2021 – approved by consensus

2. Governance

2.01 AGR IPR-Adam Runyan – Brian Wolf submitted it. Senate approved it at the last meeting. – approved by consensus

2.02 HUS IPR-Adam Runyan – Colleen Baker turned this in. She did an incredible job. This is a great templet to use when making your IPR. – approved by consensus

2.03 AP 4240- Academic Renewal-Adam Runyan – Other campuses around the state have a one year time lapse to submit an academic renewal. Ours is a two year time lapse. We changed ours to a one year time lapse. Thank you KC for all your work on this. – approved by consensus

2.04 Facilities Master Plan-Randy Joslin – We had some marathon sessions with the committee. One of the things we were striving for was streamlining it. Current committee was updated. Priorities were updated. – **approved by consensus**

2.05 2021-2026 LCC ITMP-David Corley – This is late because the cyber-attack. We followed the standard format that they are wanting all forms to follow. Current committee was updated. Updated priorities. (Randy Joslin)-The visiting accreditation team said that Lassen College does not figure in cost of ownership when figure out the total cost so we have added the wording at the top of the priorities and we will be figuring cost of ownership when figuring out our total cost for each priority. (ask Alison what her question was) – **approved by consensus**

2.06 2021-2026 LCC SSMP-Brady Reed –Updated the current committee. Encompassing elements stayed the same. Updated priorities. A couple minor changes from Randy was filling in the strategic goals and adding the estimated total cost of ownership statement. Put 2021-2026 under non prioritized items. Do we approve NIPR’s first or the Master Plans? Normally we approve NIPRs first. – **approved by consensus pending slight edit suggestions by Randy.**

3. Consultation

3.01 ACCJC Draft for Feedback – Randy Joslin – This is the report we have been working on a lot. The version has some track changes on it. It has been through senate. After Consultation Council, it will go to the Board and then to the ACCJC by October 2021. We will have it to them early. We are hoping to give it to ACCJC in June 2021. They will be back to our school in December 2021 or January 2022. When they get here, we will give them an amendment to this report to show all the work we will have done since June 2021. (Trevor Albertson) -This is a great report. This campus put this report together. This report shows the trust we have across the campus for each other. Great work. We have built a great team here. This has been created by campus input far and wide. Roxanna called for a consensus to endorse the rough draft. –

Endorsed by consensus

3.02 SLO Handbook –Adam Runyan- This is in direct dealing of what we are doing in with accreditation. This was reviewed by senate and curriculum. **Consultation Council approved to adopt the handbook.**

3.03 PSLO ISLO Pilot Assessment Project – Adam Runyan- We need to gather better data. We will be giving this out to all of the graduates from a handful of programs so we can gather that data. This is directly dealing with accreditation and what they are asking us to do. This is a two prong approach. Roxanna called for a vote of endorsement. – **Endorsed by consensus**

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – All workgroups reported out. Logos are coming along great. We have had a lot of input from campus with different ideas. Thank you to everyone who have been showing up to the meetings.

5. Accreditation

5.01 Accreditation Updates –

Transfer of Credit Policy (credit for prior learning)-Brady Reed- A new procedure has been approved. In the past our students could only receive credit through credit by exam for any prior learning. There are new ways they can get credit for their prior learning now. The fees section was taken out. SSMP made a recommendation on what fees they felt we should charge and we will send it over to senate. Could a scholarship be used to pay for credit by exam? It depends on the scholarship.

Compliance requirement #10- Complaint policy-Brady Reed- We did not really have just one procedure in the past. We had a few and they were not well explained in the catalog. We are trying to streamline the process. Students will be able to go online on the website and there will be an area for them to fill out their complaint. It will then be sent to HR and then HR will disseminate it to the correct people. It should be going on the website soon. David is working with Maxient now. Staff trainings will be happening soon, also. Sue needs something official for the catalog from Carie and Brady. Brady will follow up with Carie. Brady tried to keep the catalog language pretty simple. If there is anything in conflict with the academic part, they can take that out.

Compliance requirement #6- Randy Joslin- We were written up with accreditation not because we did not have a process but because we were not following our process. The approval process is there. When we have a new position, it goes through the entire planning process. When we have a position that needs to be filled it is taken to cabinet and papers are filled out and conversations are had. Page 9 of the handbook refers to the process.

Compliance requirement #7&8- Randy Joslin- Facilities should be doing a regular evaluation of our facilities. The state should be coming in to do an assessment. They try to do it once every five years. We get a facilities index score for this assessment. The lower the score the better. If you have an FCI of greater than 70%, that means your facility needs to be redone/rebuilt, not fixed. We were at 57.20% in 2018 with over 90% of our facilities being over the 10% threshold of poor. Colleges do bond projects. We are not in position yet to do that. Within our long-range planning, we have not implemented that we need new buildings. We need to add long-range capital planning in the best and most appropriate way. We have been doing a physical assessment of the entire campus, room by room. We are almost done with that. We need to add total cost of ownership.

Compliance recommendation #9-Randy Joslin-There are two main things they found dealing with this delegation of authority. There was a direct contradiction between the two policies. We were also out of date with our updates. The board policy review committee updated and approved these in February 2021. We will be doing the training for the board in June 2021.

Compliance recommendation #12-Randy Joslin- We have a policy but we did not have a scheduled timeline. We do now. It has already been approved by Senate and Consultation Council. We are now living it. The AP's do not need to be approved by the Board of Trustees. Only the BP's do. We are in catch up mode with the schedule right now. We had some policies and procedures that were 10 years out of date. We are now updating them and starting the three month process of approval. We are working on chapter 3 right now. Then we will move on to chapters 6 and 7. Moving forward we will have progress reports.

6. Other-Information/Communication

6.01 Budget and Planning Calendar-Randy Joslin- We need our preliminary budget going. We will be very busy the next month to get caught up on the calendar.

6.02 Budget update-Trevor Albertson. 7 million on hand. 1.27 million in TRAN. We are waiting to see if they are going to defer payments for next year. We are putting together a budget for presentation for June.

6.03 Good of the Order: Questions for Trevor- Trevor Albertson-

- Well done on the accreditation report.
- I know nothing on presidential hiring. Once we know something, it will go out to you all.

- We are getting closer to a campus return. We are going to do a safe return. Trevor would like to have another meeting with campus leadership. Julie will organize that.
- We will have a huge back to campus party!
- There will be a graduation. Could the college purchase the cap and gown for this year? It would be a nice gesture and keep the back and forth on campus to a minimum. Are we going to do anything special for these students who have persevered and graduated through the pandemic? Maybe like a special stole or something? Or some sort of pin. These are great ideas. We will check the budgets and come up with an idea. We need new information on the website.
- Would everyone be open to having an emergency meeting to approve the HR Master Plan and do a budget prioritization at the same meeting? We will have meetings on May 10th, 17th and the 24th. May 10th we will have the HR Master Plan and budget the prioritizations.

7. Meeting Closing

7.01 Future Meetings

7.02 Adjourn 4:30 pm



Monday, April 26, 2021
Consultation Council 3:00 pm via Zoom-

Consultation Council is the 2nd and 4th Monday of each month at 3:00pm via Zoom. This will continually be the link used to sign on. Everyone is welcome.

Topic: Consultation Council

Time: 3:00 pm

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96207408685?pwd=dlc2M0FEek43c1NtNVhrdkZORHQrQT09>

Password: LassenCC

Or iPhone one-tap (US Toll): +16699006833,96207408685# or +13462487799,96207408685#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 962 0740 8685

International numbers available: <https://cccconfer.zoom.us/j/96207408685?pwd=dlc2M0FEek43c1NtNVhrdkZORHQrQT09>

Or Skype for Business (Lync):

SIP:96207408685.51315094@lync.zoom.us

1. Meeting Opening

Subject **1.01 Call to Order and Roll Call**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Administration:	Classified:	Faculty:	Management:
Dr. Trevor Albertson		Alison Somerville	
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams
Brady Reed	Karen Clancy	Andy Rupley	Terry Bartley
Carie Camacho		Robert Schofield	
		Adam Runyan	
		Lisa Gardiner	

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resources (Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (if not already members)



Subject **1.02 Approval of Agenda**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes 04/12/2021**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type discussion, minutes, action

File Attachments

[Consultation Council Minutes 04.12.2021.pdf \(54 KB\)](#)

2. Governance

Subject **2.01 AGR IPR-Adam**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action

File Attachments

[2020 AGR IPR.pdf \(1,598 KB\)](#)

Subject **2.02 HUS IPR-Adam**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action

File Attachments

[IPR Human Services 2020-2021.pdf \(851 KB\)](#)

Subject **2.03 AP 4240- Academic Renewal-Adam**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action

File Attachments
[AP 4240 Academic Renewal 2021.pdf \(69 KB\)](#)

Subject **2.04 Facilities Master Plan-Randy Joslin**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type action

File Attachments
[FMP 2021-2026_Final Draft.pdf \(398 KB\)](#)

Subject **2.05 2021-2026 LCC ITMP-David Corley**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type

File Attachments
[2021-2026 LCC ITMP - Draft.pdf \(796 KB\)](#)

Subject **2.06 2021-2026 LCC SSMP-Brady Reed**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type

File Attachments
[Student Services Master Plan 2021-2026 Draft.pdf \(379 KB\)](#)

3. Consultation

Subject **3.01 ACCJC Draft for Feedback - Randy**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type information, consultation

Attached is the current Rough Draft of the ACCJC Report due to ACCJC on October 1, 2021. It reflects all the work done and to be done in meeting the requirements and recommendations from ACCJC. As you can see it is a working rough draft. There are notes about additions that need to be made and we are still sorting out evidence.

The objective of having the Consultation Council review the draft report at this point is to give the Consultation Council an understanding of the work that has been done, the approach being taken, an opportunity for more eyes giving feedback, and a basic endorsement. After this draft is reviewed by the Consultation Council it will be submitted to the Board.

Work on the report will continue through the summer so the final report will be ready for the review by the Academic Senate at its first meeting in the fall, as well as by the Consultation Council and the Board for sign off by early September in order to have the report to ACCJC before October 1, 2021.

The Accreditation Work Group looks forward to any feedback the Consultation Council might offer.

File Attachments

[LCC ACCJC Draft for Consultation Council Feedback 04-2021.pdf \(624 KB\)](#)

Subject 3.02 SLO Handbook

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type information

File Attachments

[SLO Handbook Final Approved 4_6_21.pdf \(1,394 KB\)](#)

Subject 3.03 PSLO ISLO Pilot Assessment Project

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type information

File Attachments

[Final PSLO ISLO Pilot Assessment Project 4_26_21.pdf \(55 KB\)](#)

4. Guided Pathways

Subject	4.01 Guided Pathways Update-Brady Reed
Meeting	Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-
Category	4. Guided Pathways
Type	information, minutes

5. Accreditation

Subject	5.01 Accreditation Update
Meeting	Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-
Category	5. Accreditation
Type	information, discussion

Student Services Planning/Student Success - Brady
 Human Resource Planning (Flex Committee) - Vickie
 Facilities Planning - Randy
 President's Office & Board of Trustees - Trevor

Adam Runyan, Senate President, has been added to the Accreditation Work Group.

Today's updates:

Senate: (Adam)

Compliance Requirement 1: In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities (TR-17, 18, 20, 30, 35)

(Along with IE) Compliance Requirement 2: In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level (TR-18, 19, 20)

Institutional Effectiveness: (David/Randy)

Compliance Requirement 1: In order to meet the standard, the team recommends the College assess the accomplishment of its mission through program review, student learning outcomes, and student achievement. The College must engage in continuous, broad-based, systematic evaluation and planning by conducting and implementing program review and resource allocation into a comprehensive process that, in turn, leads to improvement of institutional effectiveness and academic quality. The College must broadly communicate the results so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities (TR-17, 18, 20, 30, 35)

(Along with Senate) Compliance Requirement 2: In order to meet the standard, the team recommends the College regularly assess student learning outcomes at the course, program, and institutional level (TR-18, 19, 20)

Compliance Requirement 3: In order to meet the standard, the team recommends the College establish a process for setting institution-set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement (TR-19, 20, 23)

Academic Planning/Enrollment Management (Carie)

Compliance Requirement 5: In order to meet the standard, the team recommends the College complete its policy process for the program viability policy (TR-26, 45)

Recommendation 11: In order to improve effectiveness, the team recommends the College continue to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe (TR-14, 27; ISER-74)

6. Other-Information/Communication

Subject **6.01 Budget and Planning Calendar-Randy Joslin**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type

<p>File Attachments LCC Budget and Planning Calendar_visual.xlsx (28 KB)</p>

Subject **6.02 Budget update-Garrett Taylor**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type information

Subject **6.03 Good of the Order:Questions for Trevor- Trevor Albertson**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 6. Other-Information/Communication

Type

7. Meeting Closing

Subject **7.01 Future Meetings**

Meeting Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-

Category 7. Meeting Closing

Type information

February 22, 2021
March 8, 2021
March 22, 2021
April 12, 2021
April 26, 2021
May 10, 2021
May 24, 2021

Subject	7.02 Adjourn
Meeting	Apr 26, 2021 - Consultation Council 3:00 pm via Zoom-
Category	7. Meeting Closing
Type	action

Administration of Justice AS Degree for Transfer Post Graduate Survey

Congratulations on completing your degree at LCC! This is a huge milestone, and you DID it!!

Now that you are graduating, we would like to ask for just a minute of your time to help us to improve the experience of future students in the program that you have now completed. Your responses to this short survey are VERY important, and will directly help to make that program the best that it can be. Also, your responses are confidential—your name will never be used or disclosed in relation to this survey.

Listed below are what we call Program Learning Outcomes (PSLOs) for this program. This a fancy name for the specific educational goals we had for you when your first started in your program, things that we wanted you to know by the time you graduated from your program.

Please read and respond to the questions below (it really only takes a minute or two). Again, your responses can be a BIG help to future LCC students in your program for many years to come!

Thank you!

1. As a program graduate, how would you now rate your ability to demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections, and the courts.

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

2. As a program graduate, how would you now rate your ability to apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

3. As a program graduate, how would you now rate your ability to develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

4. What would you say are the strengths of this program?

Enter your answer

5. What areas of improvement would you suggest for this program?

Please include any unmet needs (instructional planning, facilities, staffing, administrative operations, technology, student support services) to be considered to improve the student experience.

Enter your answer

6. Please enter your student ID number below:

(for demographic purposes only, your name will never be disclosed or used in relation to your responses to this survey)

Enter your answer

+ Add new

Post Graduate Survey on Institutional Learning Outcomes (ISLO)

Congratulations on completing your educational program at LCC!! This is a huge milestone, and you DID it!!

Now that you are graduating, we would like to ask for a minute of your time to help us to improve the experience of future LCC students. Your responses to this short survey are VERY important, and will directly help to make our degree and certificate programs better. Also, your responses are confidential—your name will never be used or disclosed in relation to this survey.

Listed below are the Lassen College Institutional Learning Outcomes (ISLOs). This a fancy name for some of the basic educational goals we have for students, just like you, when they have completed a degree or certificate program here at LCC. These goals are based on your entire college experience here at LCC, including the instruction you received in the classroom, any assistance you may have received from Student Services, the counseling that you received, or any other involvement that you had as a member of our LCC family.

Please read and respond to the questions below (it really only takes a minute or two). Again, your responses can be a BIG help to future LCC students for many years to come!

Thank you!



1. Communication: As a new LCC graduate, how would you rate your communication abilities?
(ability to listen and read with comprehension, and ability to write and speak effectively)

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

2. Critical Thinking: Now that you are graduating, how would you rate your critical thinking abilities?
(ability to analyze a situation, identify and research a problem, ability to propose a solution or desired outcome, ability to implement a plan to address the problem, ability to evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome)

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

3. Life Long Learning: Now that you are graduating, how would you rate your abilities as a "Life Long Learner"?

(ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems)

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

4. Personal/Interpersonal Responsibility: Now that you are graduating, how would you rate your abilities in personal and interpersonal responsibility?

(ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures)

- Excellent
- Good
- Fair
- Poor
- N/A (I do not have these abilities)

5. What would you say are the strengths of Lassen Community College? (optional):

6. What areas of improvement would you suggest for Lassen Community College.?

Please include any unmet needs (instructional planning, facilities, staffing, administrative operations, technology, student support services) that could improve the student experience (optional).

7. Please enter your Student ID number below (for demographic purposes only, your name will never be disclosed or used in relation to your responses to this survey):

+ Add new

From: [Adam P Runyan](#)
To: [Lisa K Gardiner](#); [toni.sommerwholesalenursery.com](#); [Codi L Mortell](#); [Alison M Somerville](#); [Chad Lewis](#); [Carie Camacho](#); [Roxanna A Haynes](#); [David A Corley](#); [Randall S. Joslin](#); [Thomas E Robb](#)
Cc: [Trevor Albertson](#); [Vickie Ramsey](#); [Melissa J Hill](#)
Subject: RE: Accreditation Next Steps
Date: Wednesday, March 31, 2021 9:48:20 PM
Attachments: [image001.png](#)

Hello Lisa and All,

Yes, Lisa, you are correct. I don't know what I was looking at earlier? All of the timelines will still work. Once you get me the draft by the 9th, it will be on the Senate agenda for the 14th. Once reviewed by Senate, I will still send it back to Toni and the Tri Chairs for them to submit for the 26th Consultation Council.

Thank you for catching that my dates were wrong.

Have a great evening,

Adam

From: Lisa K Gardiner
Sent: Wednesday, March 31, 2021 2:25 PM
To: Adam P Runyan <arunyan@lassencollege.edu>; toni.sommerwholesalenursery.com <toni@sommerwholesalenursery.com>; Codi L Mortell <cmortell@lassencollege.edu>; Alison M Somerville <asomerville@lassencollege.edu>; Chad Lewis <clewis@lassencollege.edu>; Carie Camacho <ccamacho@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; David A Corley <dcorley@lassencollege.edu>; Randall S. Joslin <rjoslin@lassencollege.edu>; Thomas E Robb <trobbs@lassencollege.edu>
Cc: Trevor Albertson <talbertson@lassencollege.edu>; Vickie Ramsey <vramsey@lassencollege.edu>; Melissa J Hill <mhill@lassencollege.edu>
Subject: RE: Accreditation Next Steps

Adam,

The dates you have for the remaining Senate meeting this year are:



Please clarify, given your comment below.

Thanks.

Lisa

From: Adam P Runyan

Sent: Wednesday, March 31, 2021 7:37 AM

To: toni sommerwholesalenursery.com <toni@sommerwholesalenursery.com>; Codi L Mortell <cmortell@lassencollege.edu>; Alison M Somerville <asomerville@lassencollege.edu>; Chad Lewis <clewis@lassencollege.edu>; Lisa K Gardiner <lgardiner@lassencollege.edu>; Carie Camacho <ccamacho@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; David A Corley <dcorley@lassencollege.edu>; Randall S. Joslin <rjoslin@lassencollege.edu>; Thomas E Robb <trobb@lassencollege.edu>

Cc: Trevor Albertson <talbertson@lassencollege.edu>; Vickie Ramsey <vramsey@lassencollege.edu>; Melissa J Hill <mhill@lassencollege.edu>

Subject: RE: Accreditation Next Steps

Good morning All,

Thank you for all your hard work team! Toni, Your timeline looks great. Once you forward me the draft on the 9th, I will forward the draft to our Senators, so that they have plenty of time to review it. **Our next meeting after the 9th is April 21st.** Once Senate officially reviews it, I will send it back to you and the Accreditation Tri Chairs on the 22nd. If your team reviews it, you can submit it to Tara, Roxanna, and Michelle by Friday, April 23rd for the April 26th Consultation Council. Please let me know if you have any questions.

Regards,

Adam Runyan
Academic Counselor
Academic Senate President
Lassen Community College
Work Cell: (530)249-8321

From: toni sommerwholesalenursery.com [<mailto:toni@sommerwholesalenursery.com>]

Sent: Tuesday, March 30, 2021 8:54 PM

To: Codi L Mortell <cmortell@lassencollege.edu>; Alison M Somerville <asomerville@lassencollege.edu>; Chad Lewis <clewis@lassencollege.edu>; Lisa K Gardiner <lgardiner@lassencollege.edu>; Carie Camacho <ccamacho@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; David A Corley <dcorley@lassencollege.edu>; Randall S. Joslin <rjoslin@lassencollege.edu>; Adam P Runyan <arunyan@lassencollege.edu>; Thomas E Robb <trobb@lassencollege.edu>

Cc: Trevor Albertson <talbertson@lassencollege.edu>; Vickie Ramsey <vramsey@lassencollege.edu>; Melissa J Hill <mhill@lassencollege.edu>

Subject: Accreditation Next Steps

This email originated from outside of our school email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thank you all who I have already met with.

The work is going well on having a respectable Draft Report to be vetted with the Faculty Senate.

This is the plan:

- Finish up the meetings scheduled this week for each of the Requirements and Recommendations to nail down content.
- If you are submitting to me yet another draft, please do so by April 4th, if not sooner.
- I will review and combine the responses into one Draft Report and get the report back out to you by April 6th.
- Please review the entire draft report and be ready to discuss at our Thursday, April 8th meeting.
- I will forward our draft report to Adam for Academic Senate vetting on April 9th.
- Academic Senate to review and give feedback and (hopefully) blessing on this draft report. (Adam, what is the protocol to have this agenda item?)
- We will discuss the feedback from Academic Senate in preparation for presenting a draft report to Consultation Council in May. (Protocol for agenda?)
- Discuss feedback from Consultation Council in preparation for presenting a draft to the Board of Trustees in June. (Protocol for agenda?)
- Final editing, formatting and evidence links (Tom) in June and July.
- Final Report presented to Faculty Senate, Consultation Council and Board of Trustees in August/September.
- Sign offs in first two weeks of September.
- In the mail by third week in September to ACCJC.
- Continue to document work being done regarding Requirements and Recommendations to share with the Visitation Team in probably December or January.
- Celebrate, continue to follow processes, assess processes and improve.

This email covers what I was going to discuss at the Accreditation Work Group of meeting on Thursday, April 1 at 2:00PM. Since the goal for the work done this week will be accomplished and you are all rightfully exhausted, I am canceling the meeting.

I will be sending out emails to you individually and as a group between now and our regular meeting on Thursday, April 8 at 1:00PM. It has been great seeing everyone face-to-face but we will be Zooming again.

Thank you for working so hard and being so flexible and easy to work with.

Happy Easter

Toni
208-610-9229

Academic Senate Meeting May 12, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Buck Bauer, Tiffany Baiocchi, Roxanna Haynes, Sue Kelley, Alison Somerville, Chris Tobola

1.02 Approval of Agenda

(Rupley/Wisner MSCU)

1.03 Approval of the Minutes for the April 28, 2021 meeting

(Rupley/Lin MSCU)

2. Public Comment

Alison Somerfield: Shared updated icons that have been developed for Guided Pathways.

3. Action

3.01 Ratify Elections for 2021-2023 Senators

May 5-7 LCC Academic Senate held its election virtually.

Motion to approve

(Downing/Wisner MS – 5 Yes, 0 No, Rupley Abstain)

3.02 Seat New Senators for 2021-2023

Based upon election results, seat three new senators to serve terms 2021-2023: Tom Downing, Crystal Tobola, Celeste Wisner.

Motion to approve and seat new Senators.

(Rupley/Lin MSCU)

3.03 Elect Officers for 2021 – 2022

President: Rupley Nominates Adam Runyan, Downing Seconds. Motion carries unanimous.

Vice-President: Runyan nominates Andy Rupley, Lin seconds. Motion carries unanimous.

Secretary: Andy Rupley nominates Celeste Wisner, Runyan seconds. Motion carries unanimous.

3.04 Appoint Liaisons for 2021 – 2022

Make appointments for the following ASCCC liaison positions: OER (Rupley); Guided Pathways (Runyan); CTE (Downing); Noncredit (Wisner); and, Legislation (Runyan). Motion to appoint.

(Downing/Lin MSCU)

3.05 Auto IPR

Second review. Minor change was made updating cost of widening gate to the shop. Motion to approve.

(Rupley/Wisner MSCU)

3.06 Camera On Policy Recommendation

Document reviewed and discussed last meeting. No changes since that meeting.

Motion to approve

(Downing/Lin MSCU)

3.07 AP and CLEP Scores

Accreditation Tri-Chairs requested approval of specific language being added to the course catalog related to AP and CLEP credit. Documents attached to agenda presented by Alison Somerfield, and

discussed.

Motion to approve.

(Lin/Tobola MSCU)

4. Discussion

4.01 Diversity, Equity and Inclusion Resolution

The revisions made after suggestions given at last Senate meeting were discussed. Document will come back at later meeting for Senate approval to recommend to the board for adoption.

4.03 Gunsmithing IPR

This is the first review of the IPR. Buck Bauer present and received suggestions from senators for revisions/corrections. Andy Rupley previously emailed Bauer with suggestions. Senators informed Bauer that document still needs Advisory Committee documentation of meeting, if conducted. Bauer indicated advisory committee meeting are handled via email. Bauer was informed that this should change to either in person or Zoom, so there can be a dialog in the meeting. Some information appears to be same verbiage from 2015 IPR and needs updating. Some classes have been inactivated and not mentioned in IPR, student data is the same verbiage as last IPR, no planning considerations included. Any specific student information needs to be removed. Document needs to be revised and come back for further review/approval.

4.03 IPR Taskforce

Accreditation Tri Chairs have given Senate a date of September 15th, 2021 to update our current IPR template. A gap analysis has been conducted and clear recommendations have been articulated. A task force to implement these recommendations is needed. Seeking volunteers to help with this task. – Senators Wisner, Tobola, Rupley and Downing volunteered to assist.

5. Information

5.01 Academic Senate Scholarship

We have two recipients of our scholarship this year. Runyan will provide more details next meeting.

5.02 Faculty Leadership Institute

The 2021 Faculty Leadership Institute will be held on June 17-19, 2021, on Pathable. Registration is only \$200 per person. Faculty is encourage to attend. Senate has funds to pay for registration costs.

The Faculty Leadership Institute is the cornerstone of the Academic Senate's governance training. Created to assist new senate leaders in navigating the complexity of local governance, the Faculty Leadership Institute brings seasoned leaders together to share tips and tools for new leaders to successfully lead their senate and influence their college policies.

6. Reports

6.01 Administration

Roxanna Haynes– Thanked Senators for their work on IPR's this year.

6.02 Senators

Adam Runyan – Would like to bring faculty committee assignments forward before end of the year, instead of in the fall for continuity of committee work next year. Consensus was that was a good idea. Senate will take action next meeting

6.03 LCFA

Andy Rupley – A new EBoard vote will be coming out soon. Look for information in your personal email.

6.04 Guided Pathways

Adam Runyan – ASCCC recommended to the Chancellor's office that Guided Pathways continues for the next 5 years.

7 Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:15pm

(Downing/Lin MSCU)

Respectfully Submitted,

T. Downing

From: [Alison M Somerville](#)
To: [Alison M Somerville](#)
Subject: FW: SLO Mapping
Date: Thursday, May 27, 2021 4:35:00 PM
Attachments: [Courses Needing SLO Maps.xlsx](#)

From: Chad Lewis
Sent: Wednesday, May 26, 2021 7:54 PM
To: LCC Faculty - FT <Full-TimeFaculty@lassencollege.edu>; Trevor Albertson <talbertson@lassencollege.edu>; Carie Camacho <ccamacho@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; Randall S. Joslin <rjoslin@lassencollege.edu>; David A Corley <dcorley@lassencollege.edu>; toni sommerwholesalenursery.com <toni@sommerwholesalenursery.com>
Subject: SLO Mapping

Good Evening,

I wanted to give a final update on the SLO mapping project. After yesterday's special curriculum meeting we have completed 471 course SLO maps out of 505 active programs. That is 93.27%! Thank you all again who worked on this project this year. It has definitely been a team effort and we made great progress! I have attached a list of courses that still need maps. Please let me know if there are any errors you see and let me know if you need help as we will need to get the rest mapped next fall.

Thanks,

Chad Lewis
Lassen College Automotive Instructor
CTE/PE Division Chair
Curriculum Chair
(530) 251-8812

Academic Senate Meeting May 12, 2021 @ 3:00 p.m. Virtual Via Zoom

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(Lin/Tobola MSCU)

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8. Meeting Closing

8.01 Adjournment – 4:15pm

(Downing/Lin MSCU)

Respectfully Submitted,

T. Downing



Institutional Set Standards

The purpose of this report is to provide insight on the methodology employed to determine numbers for the institution-wide standards mandated by ACCJC.

The five institutional standards include:

Completion is the number of students who receive a successful grade over the number of students who are enrolled in the course.

Fall-to-Fall Retention is the percent of students retained from fall to fall.

Degrees Awarded is the number of students who received a degree in the academic year.

Certificates Awarded is the number of students who received a certificate in the academic year.

Four-Year Transfer is the number of students that transfer to a to 4-year institution in the academic year.

In order to derive to the standards, multiple assessments of longitudinal data were conducted on each of the related factors. The following presents the strategies and findings.

Completion

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database. Three fall terms of data were aggregated to determine the institutional set standard of **70%** of course completion.

Fall-to-Fall Retention

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database. Three academic years of data were aggregated to determine the institutional set standard of **41%** of fall-to-fall retention.

Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database. Three academic years of data were averaged to determine the institutional set standard of **144** degrees awarded per year.

Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database. Three academic years of data were averaged to determine the institutional set standard of **163** certificates awarded per year.

Four-Year Transfer

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool to report transfers to four-year California state schools by fiscal year. Three academic years of data were averaged to determine the institutional set standard of **31** four-year transfers per year.



CTE Programs and Certificates Institutional Set Standards for Job Placement

The institutional set standards were developed based on the CTE Perkins VI core indicators (Core 4-Employment) data. The standard was based on the recommendation of the 2013-2014 Perkins IV Performance Trend Report.

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business

Job Placement institutional set standard for Agriculture (Agriculture and Natural Resources) is 71%

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment in General Mechanics

Job Placement institutional set standard for Automotive Technology (Engineering and Industrial Technologies) is 71%

Business

- Associate in Science Degree in Business Administration for Transfer
- Associate in Science Degree in Accounting
- Associate in Science Degree Office Administrative Assistant
- Certificate of Achievement Office Administrative Assistant
- Certificate of Accomplishment in Entrepreneurship

Job Placement institutional set standard for Automotive Technology (Business and Management) is 71%

Digital Graphic Design

- Associate in Science in Digital Graphic Design
- Certificate of Achievement in Digital Graphic Design
- Certificate of Accomplishment in Digital Graphic Design Entrepreneurship

Job Placement institutional set standard for Digital Graphic Design (Fine and Applied Arts) is 71%

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Accomplishment in Wildland Organized Crew Academy
- Certificate of Accomplishment in Basic Fire Fighter

Job Placement institutional set standard for Fire Technology (Engineering and Industrial Technologies) is 71%

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Job Placement institutional set standard for Gunsmithing (Engineering and Industrial Technologies) is 71%

Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing

Job Placement institutional set standard for Nursing (Health) is 71%

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology

Job Placement institutional set standard for Welding Technology (Engineering and Industrial Technologies) is 71%



CTE Licensure Exams Institutional Set Standards

The institutional set standards were developed based on the three year trend of licensure exams for the following program(s).

Vocational Nursing: 85% pass rate

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication





Wednesday, December 9, 2020
Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or

+12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Access	Public
Type	Procedural, Action

Recommended Action Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting Meet anytime
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
 Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#
 Or Telephone:
 Dial:
 +1 669 900 6833 (US Toll)
 +1 253 215 8782 (US Toll)
 +1 346 248 7799 (US Toll)
 +1 312 626 6799 (US Toll)
 +1 646 876 9923 (US Toll)
 +1 301 715 8592 (US Toll)
 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/u/aenfr5qDT>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Access Public

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Access Public

Type Minutes

2. Public Comment

3. Action

Subject 3.01 AP 4235 Credit for Prior Learning

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Access Public

Type Action

Recommended Action Approve AP 4235

File Attachments
[AP 4235 CPL.docx \(24 KB\)](#)

Subject	3.02 IT Support Professional Course Outlines
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom
Category	3. Action
Access	Public
Type	Action
Recommended Action	Approve Outlines

File Attachments

[CS 154 IT security outline.docx \(69 KB\)](#)
[CS 153 System Administration outline.docx \(69 KB\)](#)
[CS 152 operating systems outline.docx \(70 KB\)](#)
[CS 151 Bits and Bytes Course Outline.docx \(69 KB\)](#)
[CS 150 Tech Support Course outline.docx \(69 KB\)](#)

4. Discussion

Subject	4.01 Institutional Set Standards
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom
Category	4. Discussion
Access	Public
Type	Discussion

ACCJC Requirement 3: The team recommends the College establish a process for setting institution set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement.

Senate's job would be to create these set standards and timeline. The IE office will be assessing these standards on our SLO's, PSLO's, and AUO's.

5. Information

6. Reports

Subject	6.01 Administration
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom
Category	6. Reports
Access	Public
Type	Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject	6.02 Senators
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Access Public

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Access Public

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Access Public

Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Access Public

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject 8.01 Adjournment

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Access Public

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject 9.01 Create new IPR Handbook/Template

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Access Public

Type

Subject 9.02 Online Class Cameras-On Requirements

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Access Public

Type Discussion

Multiple Community College stakeholders have asked the following question.
Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Information: 6.09 CCFS-320 Attendance Report

The CCFS-320 P-2 report is the Attendance Accounting Report. The P-2 is the second period of reporting the District's expected FTES for the year. Districts use this report to report their enrollment in terms of WSCH (Weekly Student Contact Hours) and FTES (Full Time Equivalent Students). The tracking and reporting of student attendance information is very complex. The 320 information is extremely critical to a district and to the entire system. Attendance accounting data drives the funding to the college districts and provides the information used for compliance and student scorecard purposes. Presented is the CCFS-320 P-2 report submitted to the Chancellor's Office for Fiscal Year 2020-2021. Total FTES reported is 1,286.11. Dr. Trevor Albertson reported that basically we have to certify attendance at the institution. It is simply reporting where we are at. This is an information item and no action is required.

Information: 6.10 Revised Institution Set Standards

Dr. Trevor Albertson reported that with regard to set standards, this is the definition of the programs and a rote document for determining if we are doing our job. If you ever get a free weekend, there is some really good information on what we do here, and you will learn some very good specifics of our programs and what our faculty do. This is provided as an information item and no action is required.

Information: 6.11 COVID Update

Dr. Trevor Albertson advised that we are moving forward to a June 1 return date for everyone on campus. We are determining exactly what we need to do before that happens. In the next week or few days, we will release how we are going to do this and what it will look like when it happens. Our attorneys have determined the legal requirements. Dr. Albertson reported there are some negotiations with LCFA regarding conditions. Dr. Albertson stated that listening to our colleagues is important but he assured that the return will be safe. Dr. Albertson stated that masks are not going away time soon. Once the CDC has determined that in doors you do not need to have a mask, we will still be using them. The CDC has determined outdoors is okay and you don't have to wear one if you are not around people. Trustee Trussell inquired if they will be wearing masks for graduation? Dr. Albertson advised that the students will take off their masks when crossing the stage for a photo, for the student and whoever is shaking their hand. Dr. Albertson stated we need to make this a real graduation. Is there risk in that? Yes, there is. Trustee Hamilton stated that the dorms are a concern for him in advance before students get on campus. Will we be requiring them to get a shot? They would need to have a time line for before they enter the dorms. Dr. Albertson advised that they will require the Covid vaccine and test to be free of Covid for living in the dorms. Dr. Albertson advised that the reason he feels there is this need as they are living in close quarters. And maybe the athletes, too, but he has not decided yet. It is going to require enough time for the vaccine to take effect, then they can move in. Dr. Albertson stated they are looking at regular tests of dorm residents to determine safety. We do not want to be a source of an outbreak in this county and going forward that will be required. Dr. Albertson advised that we do not even require meningitis and that needs to be required. This has to be taken care of appropriately. Trustee Hamilton asked about foreign students coming to campus and that we want to make sure they are safe coming to campus. Dr. Albertson stated that Brady is out right now, but they have talked and are moving forward. For the rest of campus in general, it is up to each district. Most districts have not required it at this point. Dr. Albertson stated that leaving folks some freedom of choice is important.

Information: 6.12 District Budget Update

Dr. Trevor Albertson advised that as of today, and you can see it in our financial report on Page 5, if you look down at the bottom right Reserve for Contingencies is 22.73% as of 4/30/21 but it does not include the TRAN which adds an additional \$1.72 million from the TRAN payment. 22.73% is phenomenal. This is the safest place to be and it should never go below 8%. Dr. Albertson reported there is a huge winfall coming from the state. His discussions from the Dahles is that the State is shoving a whole lot of money into K-14 which includes community colleges due to falling attendance rates and birth rates. The State has to show they are doing something. As a result, he is expecting that the college will receive several million more dollars which we should add to the reserve. The Board has a lot of debate on what to do with it. Dr. Albertson stated he is giving the recommendation that the Reserve needs to be replenished.

Information: 6.13 Accreditation Update

Dr. Albertson reported that with regard to Accreditation, he plans to ask that our Accreditation Tri Chairs join us at the June meeting. Dr. Albertson stated he spoke with Stephanie Droker of ACCJC today, and he thinks we are headed in the right direction. Based upon our numbers, the work that has been done, we are following our own processes, updating board policy, does he think we will come off of sanctions? Yes, he does. Dr. Albertson advised they may extend our review time, but does not believe we will receive further sanctions. David Corley advised that the Accreditation work group is close to having a draft for the board to review.



(/)

INSTITUTIONAL EFFECTIVENESS

Lassen College (/Pages/Home.aspx) » About LCC (/about/Pages/default.aspx) » Institutional Effectiveness

Department of Institutional Effectiveness

The mission of the Department of Institutional Effectiveness is to continuously build and support a culture of evidence through the provision of institutional research studies, effectiveness enhancing methodologies and innovative strategic planning approaches to increase institutional and student performance.



California
Community
Colleges

LaunchBoard

(<https://www.calpassplus.org/LaunchBoard/Home.aspx>)



California
Community
Colleges

Student Success
Metrics

(<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>)



U.S. DEPARTMENT OF EDUCATION
College Scorecard

([https://collegescorecard.ed.gov/search/?](https://collegescorecard.ed.gov/search/?id=117274&name=Lassen%20Community%20College&page=0&sort=completion_rate:desc)

[id=117274&name=Lassen%20Community%20College&page=0&sort=completion_rate:desc](https://collegescorecard.ed.gov/search/?id=117274&name=Lassen%20Community%20College&page=0&sort=completion_rate:desc))



(<http://srtk.cccco.edu/131/srtk20.htm>)

[Institutional Set Standards Analysis Presentation \(/about/institutional-effectiveness/Documents/ISS%20Analysis%20Presentation.pdf\)](/about/institutional-effectiveness/Documents/ISS%20Analysis%20Presentation.pdf)

Administrative Unit Outcomes

AUO1: Provide adequate decision-support research is made available to facilitate the college's planning process associated with accreditation, benchmarking and institutional effectiveness activities.

AUO2: Provide adequate support for research, effectiveness and planning activities to be carried out by other offices, committees and departments on campus.

AUO3: Ensure that campus reports are available to assist in predicting organizational needs, student success, retention and persistence rates and efficient use of institutional resources.

AUO4: Maintain compliance of institutional reporting in response to questionnaires and both routine and non-routine requests for information from state, federal, and other external agencies.

Institutional Effectiveness encompasses the continuous improvement process which has been adopted throughout all facets of Lassen Community College. This strategy affirms the mission, vision and strategic goals of Lassen Community College.

- [Accreditation \(/about/accreditation/Pages/default.aspx\)](/about/accreditation/Pages/default.aspx)
- [Outcomes Assessment \(/academics/Pages/Institutional-Student-Learning-Outcomes.aspx\)](/academics/Pages/Institutional-Student-Learning-Outcomes.aspx)
- [Planning \(/about/planning/Pages/default.aspx\)](/about/planning/Pages/default.aspx)
- [Program Review \(/about/planning/Pages/Program-Review.aspx\)](/about/planning/Pages/Program-Review.aspx)

- [Institutional Effectiveness Partnership Initiative Goals \(/about/institutional-effectiveness/Pages/Partnership-Initiative.aspx\)](/about/institutional-effectiveness/Pages/Partnership-Initiative.aspx)

Effectiveness Calendar

[2013-2016 \(/about/institutional-effectiveness/Documents/2013%20-%202016%20Effectiveness%20Calendar.pdf\)](/about/institutional-effectiveness/Documents/2013%20-%202016%20Effectiveness%20Calendar.pdf)

[Institutional Effectiveness](/about/institutional-effectiveness/Pages/default.aspx) (/about/institutional-effectiveness/Pages/default.aspx)

[Institutional Research](/about/institutional-effectiveness/Pages/Institutional-Research.aspx) (/about/institutional-effectiveness/Pages/Institutional-Research.aspx)

[Institutional Planning](/about/planning/Pages/default.aspx) (/about/planning/Pages/default.aspx)

[Grants \(/about/institutional-effectiveness/Pages/Grants.aspx\)](/about/institutional-effectiveness/Pages/Grants.aspx)

[About the Area \(/about/about-the-area/Pages/default.aspx\)](/about/about-the-area/Pages/default.aspx)

[Coppervale Ski Area \(/about/about-the-area/Pages/Coppervale-Ski-Area.aspx\)](/about/about-the-area/Pages/Coppervale-Ski-Area.aspx)

[Accreditation \(/about/accreditation/Pages/default.aspx\)](/about/accreditation/Pages/default.aspx)

[Board of Trustees \(/about/board-of-trustees/Pages/default.aspx\)](/about/board-of-trustees/Pages/default.aspx)

[Directory \(/about/directory/Pages/default.aspx\)](/about/directory/Pages/default.aspx)

[Emeritus Faculty \(/about/emeritus-faculty/Pages/default.aspx\)](/about/emeritus-faculty/Pages/default.aspx)

[Employment \(/about/employment/Pages/default.aspx\)](/about/employment/Pages/default.aspx)

[Governance \(/about/governance/Pages/default.aspx\)](/about/governance/Pages/default.aspx)

[Academic Senate \(/about/governance/academic-senate/Pages/default.aspx\)](/about/governance/academic-senate/Pages/default.aspx)

[Annual Evaluations \(/about/governance/annual-evaluations/Pages/default.aspx\)](/about/governance/annual-evaluations/Pages/default.aspx)

[Consultation Council \(/about/governance/consultation-council/Pages/default.aspx\)](/about/governance/consultation-council/Pages/default.aspx)

[Curriculum/Academic Standards \(/about/governance/curriculum-academic-standards/Pages/default.aspx\)](/about/governance/curriculum-academic-standards/Pages/default.aspx)

[Graphic Standards \(/about/governance/graphic-standards/Pages/default.aspx\)](/about/governance/graphic-standards/Pages/default.aspx)

[Human Resources \(/about/human-resources/Pages/default.aspx\)](/about/human-resources/Pages/default.aspx)

[Institutional Effectiveness \(/about/institutional-effectiveness/Pages/default.aspx\)](/about/institutional-effectiveness/Pages/default.aspx)

[Planning \(/about/planning/Pages/default.aspx\)](/about/planning/Pages/default.aspx)

[Title IX \(/about/human-resources/Pages/Title-IX.aspx\)](/about/human-resources/Pages/Title-IX.aspx)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

Lassen Community College
478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



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Wednesday, March 24, 2021
Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#

Or Telephone:

Dial:

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1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

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 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Agriculture IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve AGR IPR

Subject 3.02 Digital Graphic Design IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve DGD IPR

File Attachments
[2020 IPR DGD.pdf \(3,042 KB\)](#)

Subject 3.03 Human Services IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Human Services IPR

File Attachments
[IPR Human Services 2020-2021.pdf \(852 KB\)](#)

Subject 3.04 Humanities IPR

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Humanities IPR

File Attachments
[IPR Humanities 2020-2021.docx \(2,299 KB\)](#)

Subject 3.05 Institutional Set Standards

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Update and approve Institutional Set Standards

File Attachments
[Institution-Set-Standards-2021_Final.pdf \(94 KB\)](#)
[ISS Presentation.pdf \(1,773 KB\)](#)
[True or False Questions on Institutional Set Standards.pdf \(90 KB\)](#)

Subject **3.06 SLO Handbook**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve SLO Handbook

File Attachments

[SLO Handbook LG.docx \(321 KB\)](#)**Subject** **3.07 AP 4240 Academic Renewal Policy**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Change Academic Renewal "2 year time lapse" policy to "1 year time lapse."

Change 2 years time lapse to 1 year based off of research and student need.

File Attachments

[AP 4240 Academic Renewal form 2020.docx \(29 KB\)](#)**Subject** **3.08 Senate Academic Scholarship**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve Academic Senate Scholarship and faculty donation form.

File Attachments

[LCC Academic Senate Scholarship.docx \(178 KB\)](#)[Academic Senate Scholarship Donation Form.docx \(1,625 KB\)](#)**Subject** **3.09 Senate Elections**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Approve elections timeline, list of faculty eligible for nominations, and call for nominations documents

The timeline, eligible faculty, and call for nomination letter are presented for approval. This action officially launches the elections process for 2021 - 2023 senators.

File Attachments

[Senate Elections - Full Time Faculty Eligible for Nomination Spring 2021.docx \(14 KB\)](#)

[SenateElections-CallforNominations21-23.rtf \(109 KB\)](#)

[SenateElections-Timeline20-21.rtf \(105 KB\)](#)

Subject 3.10 Faculty Committee Assignment

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 3. Action

Type Action

Recommended Action Curriculum Recommendation - Remove Tom Robb from DE and add Crystal Tobola

4. Discussion

Subject 4.01 PSLO/ISLO Pilot Project

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

Accreditation Tri Chairs have submitted the PSLO ISLO Pilot Assessment Project - For review and discussion

Mock ISLO Graduate Survey and mock PSLO Graduate Survey for information.

File Attachments

[PSLO ISLO Pilot Assessment Project Revised 3_16_21.docx \(19 KB\)](#)

[Microsoft Forms- AT Electrical Cert PSLO Survey Final.pdf \(90 KB\)](#)

[Microsoft Forms ISLO Survey Final.pdf \(82 KB\)](#)

Subject 4.02 Camera On Policy Recommendation

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 4. Discussion

Type Discussion

San Mateo Community College District - On Camera Requirements Recommendation

File Attachments

[TTL Guidance Memo - On Camera Requirements Final Draft 12-17-20-1.pdf \(347 KB\)](#)

5. Information

6. Reports

Subject **6.01 Administration**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

Subject **9.02 Diversity Pledge and Faculty Diversification**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 9. Future Agenda Items

Type

10. Future Meeting Dates

Subject **10.01 Meeting Dates**

Meeting Mar 24, 2021 - Academic Senate Meeting - Wednesday, March 24th at 3:00pm.

Category 10. Future Meeting Dates

Type Information

April 14, 2021

April 28, 2021

May 12, 2021

May 26, 2021

Academic Senate Meeting March 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Randy Joslin, James Kleckner, Chad Lewis, Alison Somerville

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Still awaiting a current curriculum form not up to date. Motion to table pending completion.

(Downing/Rupley MSCU)

3.02 Digital Graphics Design IPR

Second review of IPR for approval. Motion to approve

(Downing/Baker MSCU)

3.03 Human Services IPR

Second review of IPR for approval. Motion to approve.

(Wisser/Rupley MSCU)

3.04 Humanities IPR

Second review of IPR for approval. It is ready for approval except the strategic goals are not linked to the requests portion of the report. Motion to table until completion

(Runyan/Baker MSCU)

3.05 Institutional Set Standards

Dr. Joslin presented item 3.05. The old standards have not been reviewed or updated since 2013. For ease of communication and discussion of the standards, Dr. Joslin compiled all three separate ISS documents into one document and numbered each standard as #1 through #7. He examined longitudinal data for ISS #'s 1 through 5, and used the data to set new Baseline and Stretch goals for each, based on overall average of the years examined, and the most recent three-year average. He then used available data for determining baseline and stretch goals for ISS #6 (Licensure Pass Rates), and used longitudinal data from the Perkins website to determine baseline and stretch goals for ISS #7 (Job Placement Rates).

Presentation of this data was done in a way so that the data and the resulting goals was explained as well as possible, and that a robust dialogue occurred over the entire issue. This

discussion concluded with the Senate voting to approve the revised institution Set Standards presented.

(Runyan/Rupley MSCU)

3.06 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in “draft” form. The handbook has been updated with our current standards and spells out the SLO assessment and review process.

Motion to approve

(Baker/Lin MSCU)

3.07 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Item brought back for approval with a 1 year policy. Motion to approve.

(Downing/Runyan MSCU)

3.08 Senate Academic Scholarship

There is approximately \$500.00 in the scholarship fund for distribution. It was discussed to have 2 - \$100.00 scholarships with the standards eligibility requirements to apply. The faculty donation election form will also be sent out asking faculty to contribute to the fund. Motion to approve

(Downing/Baker MSCU)

3.09 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser’s seats are up for election this year. Senators reviewed eligible faculty list for elections. Call for nominations form will be sent out to all faculty by VP Baker with nomination/election deadlines included. Motion to approve

(Rupley/Downing MSCU)

3.10 Faculty Committee Assignment

Senate reviewed a request from Chad Lewis, Curriculum Committee Chair, to remove Thomas Robb from the Distance Education Committee and add Chrystal Tobala. Motion to approve

(Downing/Baker MSCU)

4. Discussion

4.01 PSLO/ISLO Pilot Project

The accreditation workgroup is proposing a pilot assessment project through surveys. The purpose of this assessment would be working on learning and improving the processes of PSLO and ISLO. A sample survey was included for review. Senators are requested to review and the item will come back at a later date.

4.02 Camera On Policy Recommendation

President Runyan is continuing the research on this topic. He has found a policy from San Mateo College which was attached. It was requested we review and provide comment for the item to return at a later date.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho reiterated the importance of the curriculum review process. She will be changing the IPR orientation around making this a priority.

6.02 Senators

None

6.03 LCFA

Rupley encouraged all to vote on the current TA proposed to the union.

6.04 Guided Pathways

None

7. Closed Session - Entered at 4:32 pm

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisser

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 applicant – DSPS Coordinator and Learning Disability Specialist.

Closed Session –Ended at 4:42pm

Report Action in Closed Session:

Applicant meets equivalency for DSPS Coordinator and Learning Disability Specialist.

8. Meeting Closing

8.01 Adjournment – 4:43 pm

(Baker/Rupley MSCU)

Respectfully Submitted,

T. Downing



Institution Set Standards

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and applicable accreditation standards. This document provides insight on the associated data elements and methodology used to determine goals for these standards.

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years, Baseline and Stretch goals are derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 using state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation, with the dates of these approvals being annotated at the end of this document.

ISS #1: Completion Rate

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database.

Baseline Goal = **71.20%**; Stretch Goal = **73.48%**

ISS #2: Fall-to-Fall Retention Rate

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database.

Baseline Goal = **28.82%**; Stretch Goal = **30.75%**

ISS #3: Number of Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on degrees awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **214**; Stretch Goal = **261**

ISS #4: Number of Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **134**; Stretch Goal = **144**

ISS #5: Four-Year Transfer Rate

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool and Student Centered Funding Formula (SCFF) 'Exhibit C' reports to report transfers to four-year California state schools by fiscal year.

Baseline Goal = **55**; Stretch Goal = **64**

ISS #6: Licensure Pass Rate

The institution set standards were developed based on the longitudinal data and historical precedence for licensure exams for the following program(s).

Vocational Nursing Baseline Goal = **85.00%** Pass Rate; Stretch Goal = **90.00%** Pass Rate

ISS #7: Job Placement Rates

The Baseline Employment Performance Goal for all programs listed below is **61.47%** and the Stretch Goal is **66.09%**, based on the standards published in the Perkins IV Performance Trend Reports for the most recent two years. This CTE Perkins VI core indicators (Core IV - Employment) data can be accessed at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Administrative of Justice

- Associate in Science Degree in Administration of Justice for Transfer
- Associate in Art Degree Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences (transfer)
- Associate in Science in Agriculture Animal Science for Transfer (transfer)
- Associate in Science in Agriculture Business for Transfer (transfer)
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business
- Certificate of Accomplishment Agriculture Irrigation

Allied Health/Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment Basic Mechanics
- Certificate of Accomplishment in Electrical
- Certificate of Completion in Automotive Chassis and Maintenance (non-credit)

Business

- Associate in Science Degree in Business Administration for Transfer (transfer)
- Associate in Arts Degree in Economics for Transfer (transfer)
- Certificate of Achievement Administrative Office Technician
- Certificate of Achievement in Geographic Information Systems
- Certificate of Completion IT Support Specialist (non-credit)

Child Development

- Associate in Science Degree in Early Childhood Education for Transfer (transfer)
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment of Child Development-Associate Teacher

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Achievement Basic Wildland Firefighter
- Certificate of Accomplishment in Fire Technology

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology



LCC

LASSEN COMMUNITY COLLEGE



2021-2022 CATALOG

LASSEN COLLEGE ACADEMIC CALENDAR

2021-2022

June 2021			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

SUMMER SESSION (2021)

First 4 Weeks (6/7 - 7/2)
Second 4 Weeks (7/6 - 7/30)
8 Week (6/7 - 7/30)

FALL SEMESTER BEGINS 8/11

★ CLASSES START 8/16

SPRING SEMESTER BEGINS 1/13

★ CLASSES START 1/18

NO CLASSES- CAMPUS OPEN 8/2-8/10, 12/17-12/23

1/4-1/12, 5/31-6/3

PROFESSIONAL DEVELOPMENT

"FLEX" - NO CLASSES

8/11, 8/12, 8/13

1/13, 1/14, 2/17, 3/16

CONVOCATION - NO CLASSES

9/1, 2/1

CAMPUS CLOSED (CSEA "Holidays")

11/26, 12/27-12/30, 4/15

SPRING BREAK

4-11-4/14

HOLIDAYS

7/5, 9/6, 11/11, 11/25, 12/24, 12/31

1/3, 1/17, 2/18, 2/21, 5/30

FINALS WEEK

COMMENCEMENT (5/27)

SUMMER SESSION (2022)

First 4 Weeks (6/6-7/1)

Second 4 Weeks (7/5-7/29)

8 Week (6/6-7/29)

TEACHING DAYS

FALL (84 days)

SPRING (84 days)

CONVOCATION (2 days)

FLEX DAYS (7 days)

TOTAL

177

Jan. 2022							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

Feb. 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28					

March 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

April 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

May 2022	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

June 2022				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

July 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						



Message from the Superintendent/President

Welcome to Lassen Community College!

We are glad you are here and can assure you that you will never regret the decision to pursue an educational goal. As your partner on this journey ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed. Between our faculty, staff, and administrative teams you will find a wealth of support. Do not fail to ask for help. If you reach out, someone will assist you. It is an aspect of what we do that we take great pride in as an institution.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy the experience—it will be one of the most important of your life.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD, President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencollege.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.



Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a Catalyst for the region's image, economy, and human capital, and an example of a "we can" culture of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - A trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The Civic and Social Leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Students needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/ Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication



Table of Contents

Academic Calendar.....	Inside Front Cover
General Information.....	5
Enrollment Process/Admissions and Registration	7
Academic Policies, Student Grades, and Records.....	12
Student Rights, Freedoms and Responsibilities.....	18
College Services	22
Financial Aid and Scholarships.....	27
Definition of College Terms.....	30
Program/Degrees and Certificates	32
Career Pathways.....	33
High School Equivalency Preparation.....	57
Course Descriptions.....	88
Noncredit Course Descriptions	139
Administration, Board of Trustees, Faculty and Staff.....	142
Index.....	149

NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: <http://www.boarddocs.com/ca/lccca/board.nsf/public>.

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: www.lassencollege.edu.

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access
- A trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social leader in the community

Mission Statement

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education AP 4025

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accic.org.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.

For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include: major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements:** All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements:** A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lassencollege.edu. The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called “Matriculation” assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.



Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, *then* sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, Username and temporary password**. Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid*) at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school, college, and/or military transcripts for LCC Counselor

Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling.

CSU Advanced Placement chart at: <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

IGETC Advanced Placement chart at: <https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-reg.pdf>

CLEP chart at: https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations*

International Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

STEP 8 – Evaluation of other college course work

Please complete the Transcript Evaluation Request form here is the link: <http://www.lassencollege.edu/get-started/Documents/Transcript%20Evaluation%20Request.pdf>

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
 - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
 - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success “BOOTCAMP” Student Orientation**-August 2nd - 13th, 2021
- **Get your Books at** <http://bookstore.lassencollege.edu>

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 – lcccareertransfer@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at www.lassencollege.edu select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Military Transcripts- Military transcripts can be evaluated by providing an official copy to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130.

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the **International Application for Admission** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to www.lassencollege.edu Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: <http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx>

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 81of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
 - a. not be claimed on parent or guardian's income tax return for the school year;
 - b. not receive more than \$750 in support from parents or guardians in any one year;
 - c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the CSSO with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the CSSO shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic

Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional \$1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: www.lassencollege.edu, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more\$46 per unit
0.5 units\$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee \$316 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee\$92 per unit
0.5 units, including Enrollment Fee\$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption—AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
 - Graduation or attainment of a high school equivalency from a California high school.
- Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate’s degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235 Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... \$5.00
 Full time students - 12 or more units..... \$7.50

Summer Session

Part time students – 0 to 5.5 units..... \$3.50
 Full time students – 6 or more units..... \$5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional \$3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- \$5 per Official Transcript request – please allow five (5) business days.
- \$10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- \$15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - www.lassencollege.edu.

Student Representation Fee

This is an optional fee of \$1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to <http://bookstore.lassencollege.edu> to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

- 1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
- 2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
- 3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of

notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

The last day to add or drop a course is advertised as Important Dates every term in your portal and on our website.

Adding Courses - There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is \$15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetition opportunities for the course and have met all prerequisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 10 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
 - a. Satisfactory grade as indicated by a grade of A, B, or C.
 - b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).

or

 - c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
 - 1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,
 - 2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)
 - d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.
2. **Student Repetition– Unsatisfactory Grade Received**

- a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
 - b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.
3. **Exceptions that permit additional enrollments:**
- a. A satisfactory grade may or may not have been recorded; and
 - b. Required for legally mandated training; or
 - c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
 - d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure. Documentation is required from agency to repeat course or
 - e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
 - f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
- a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
 - b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
 - c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
 - d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at www.lassencollege.edu or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and

promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student's grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student's work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student's transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in a student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I", the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the "I" grade. This record must be given to the student with a copy on file with the registrar until the "I" is made or the time limit has passed.

IP - In Progress Grade – The "IP" symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an "IP" at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student's permanent record

of the course.

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

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student.** This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is

not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit (Credit for Prior Learning AP4235)

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235. The California State University (CSU) and University of California (UC) campuses award Advanced Placement credit to general education. Please see the appropriate links <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

<https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

Each CSU and UC campus determines how they use AP credit in the major. Please see chart as to how Lassen College awards AP credit to meet general education credit.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor. The California State Universities requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system issues CLEP credit for general education yet each campus determines how it will apply external examinations toward credit in the major. Please click on CSU link to see how they award CLEP credit, <https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx#:~:text=The%20CSU%20requires%20a%20passing%20score%20of%20at,apply%20external%20examinations%20toward%20credit%20in%20the%20major> Please see chart on how Lassen College awards general education credit.

Please meet with your counselor if you have any questions.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).

Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).

Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation:** A student who has attempted at least 12 semester units at Lassen College as shown by the official academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.
2. **Progress Probation:** A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of "W", "I" and "NP" are recorded reaches or exceeds fifty percent from Lassen College units.
3. **Removal of Academic Probation:** A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation:** A student on progress probation because of an excess of units for which entries of "W", "I" and "NP" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal:** A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal:** A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of "W", "I" and "NP" are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal:** Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters' absence upon petition to the Vice President of Student Services and approval.

Unit of Work

College work is measured in terms of the "semester unit". A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under "Course Descriptions".

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

The Associated Student Body (ASB) is the representative body of Lassen Community College students. All currently enrolled Lassen Community College students who have purchased a current ASB card shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant's discounts.

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA). Eligibility Criteria:

1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.

Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through various student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email tupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure** - Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College authorizes the establishment of procedures through which students can resolve issues concerning potential violations of their rights related to alleged misinterpretation, misapplication, or violation of specific district policies. These procedures are outlined in the following Board Policies: AP 4236 and AP 5530.

Any student who has a grievance related to college instruction or student services (other than an alleged criminal or discriminatory violation) should make a reasonable effort to resolve the matter on an informal basis prior to submitting a formal "statement of grievance". If not resolved at this level, students have the option of writing and sending a complaint via an online grievance portal. A link to this portal is available on the LCC main webpage. Complaints or grievances that are academic in nature, as well as alleged violations related to financial aid, student accounts, illegal discrimination, and/or Title IX (sexual misconduct, sexual harassment, etc.)

may be documented and submitted via the online portal. Once a complaint is submitted, it will first be retrieved and reviewed by the Office of Human Resources and will be dealt with by HR or sent to the appropriate area administrator to address the issue.

Students will be contacted within ten days of a submitted complaint, and will be given further directions as needed. Usually it will be required to meet with the appropriate educational administrator to discuss resolution of the grievance. After a discussion and/or written correspondence with the appropriate administrator, an attempt will be made to resolve the grievance, and the administrator will render a decision and notify the student no later than ten school days later.

If a student is not satisfied with the decision rendered, they may appeal within ten school days to have their case reviewed by the Grievance/Appeals Committee. The student has a right to appear before the committee at some point during its deliberations to present relevant witnesses or information concerning their grievance. The committee shall render a decision within ten school days of its meeting, and the decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 21USC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at <http://lassencollege.libguides.com> or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency

- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.



BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

• CalWORKs

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

• Career and Transfer Center – Student Services/Vocational Trades Building

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at <http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx> or by calling (530) 251-8833.

• DSPS - Disabled Student Programs & Services

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:

www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

• EOP&S - Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Develop Educational Plans
- Book Grants and Book Lending
- Progress Reporting
- Transfer Assistance/Fee Waivers
- 4 year college campus tours
- Health & ASB Fees Paid
- Meal tickets
- Gas Cards
- School supplies
- Priority Registration
- Various Support Services
- Caps and Gowns
- Lap Top Loans
- Tutoring
- Computer Lab

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• **CARE - Cooperative Agencies Resources for Education**

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• **Foster Youth Services Success Initiative (FYSI)**

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• **Kinship Care**

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• **Orientation and Student Success**

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

• **TRIO TRACS” at Lassen College**

TRIO Student Support Services (SSS) is a federally-funded program and is called “TRIO TRACS” at Lassen College. It supports college success for low-income and first-generation college students, as well as students with disabilities. It provides academic counseling, personal coaching, workshops, fieldtrips, and other support necessary for eligible students to persist at LCC and to reach

their educational goals. The TRIO TRACS Program can make college less difficult by helping students with college coursework, exploring career options, and managing life's demands. TRIO is actively engaged in creating a positive caring community that promotes diversity, leadership, and student success.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at www.assist.org, the website for ASSIST, California's

official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on “Financial Aid and Scholarships” in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program. In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Monday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well. Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations. The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday- Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM. The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to fbeaujon@lassencollege.edu or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at fbeaujon@lassencollege.edu

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of “B” or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions

and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. "Credit by Exam" is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.

For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran's Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran's Certifying Official is a liaison between the Veteran's Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran's counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to the Evaluation of Educational Experience in the Armed Services", published by the American Council on Education. Lassen Community College will grant college credit if the person has served at least six months in active service.

Active duty personnel should submit a copy of DD295 (veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on-line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll only in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student's aid has been verified and awarded it is the student's responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients' SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.

In accordance with Federal Student Aid regulations, SAP procedures measure each student's progress three unique ways qualitative, quantitative and incremental. Student's failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living With Parent		Student Living On Campus		Student Living Off Campus	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ \$46/unit & \$12.50/term)	\$1,130	\$565	\$1,130	\$565	\$1,130	\$565
Books & Supplies	\$1,126	\$563	\$1,126	\$563	\$1,126	\$563
Food	\$9,082	\$4,541	\$7,098	\$3,549	\$5,572	\$2,786
Housing	\$0	\$0	\$3,000	\$1,500	\$11,182	\$5,841
Transportation	\$1000	\$500	\$342	\$171	\$918	\$459
Personal	\$3,276	\$1,638	\$2,638	\$1,319	\$3,844	\$1,9222
TOTAL COA	<u>\$15,614</u>	<u>\$7,077</u>	<u>\$15,334</u>	<u>\$7,667</u>	<u>\$24272</u>	<u>\$12,136</u>
Out of State						
Tuition (\$270/unit)	\$6,480	\$3,240	\$6,800	\$3,240	\$6,480	\$3,240
TOTAL COA Out of State	<u>\$22,094</u>	<u>\$11,047</u>	<u>\$21,814</u>	<u>\$10,907</u>	<u>\$30,752</u>	<u>\$15,376</u>

*Resident Tuition is \$46.00 per unit. Non-Resident Tuition is \$326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units 100%, 9-11.5 units 75%, 6-8.5 50%, and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- **Federal Assistance Programs**

Federal Pell Grant is a federally funded entitlement aid program providing from \$600 to \$6,495 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)** is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding

is available and is intended to supplement Pell Grant funding.

- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least halftime.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**

The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least \$1,104.00 of need as measured by the filing of a FAFSA.

Students must reapply each school year.

Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov

SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.

- **Cal Grant B/C** - Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.

- **Student Success Completion Grant (SSCG)**

The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of \$1,298 annually at \$649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of \$4,000 annually at \$2,000 per semester for eligible students who enroll and attend 15 units or more per term.

Eligibility Criteria

- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG

The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like www.fastweb.com can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least one year old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate

degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery:** Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course** – A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course** - A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is

required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College

Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics

Certificate of Accomplishment in Electrical
Certificate of Completion in Automotive Chassis and
Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

General Education Transfer Certificates

Certificate of Achievement California State University General
Education
Certificate of Achievement in Intersegmental General
Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Lassen College Career Pathways

For additional Career information please reach out to our Career/Transfer Center at
lcccareertransfer@lassencollege.edu.



Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

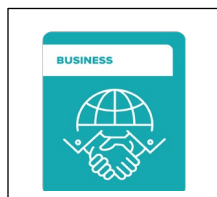
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Agriculture Animal Science AS-T • Agriculture Business AS-T • University Studies Agriculture Science AA 	<ul style="list-style-type: none"> • Agriculture Science & Technology AS 	<ul style="list-style-type: none"> • Agriculture Science & Technology CA 	<ul style="list-style-type: none"> • Animal Science COA • Agriculture Business COA • Horsemanship COA • Agriculture Irrigation COA



Arts & Humanities

The Arts and Humanities Career Pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> English AA-T History AA-T Studio Arts AA-T University Studies Humanities AA 	N/A	N/A	N/A



Business

If you choose the Business Career Pathway, you will explore careers opportunities such as accounting, finance, management, leadership, human resource management, and economic concepts. This pathway will prepare students to enter the workforce or continue their education at a four year university. Examples of careers f in this area may include data entry/word processing, Information Technician (IT) specialist, Database administrator, help desk technician, bookkeeper, administrative assistant, and frontline management Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

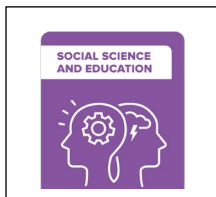
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
<ul style="list-style-type: none"> Business Administration AS-T Economics AS-T 	N/A	<ul style="list-style-type: none"> Administrative Office Technician CA Small Business Management CA 		<ul style="list-style-type: none"> Information Technician (IT) Support Professional



Natural Science

The Natural Science Career Pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. This pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, Geographic Information System (GIS) technician, and other careers in the scientific realm.

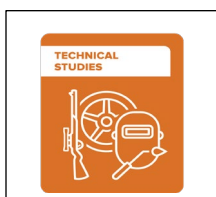
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Biology AS-T Kinesiology AS-T University Studies: Natural Science AA University Studies: Physical Education AA 	<ul style="list-style-type: none"> General Studies Natural Science AA General Studies Physical Education 	<ul style="list-style-type: none"> Geographic Information Systems 	N/A



Social Sciences & Education

This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway will prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, or human services paraprofessional. If you decide to transfer to a four year university you could earn employment as a social worker, primary/secondary teacher, sociologist researcher, or college counselor.

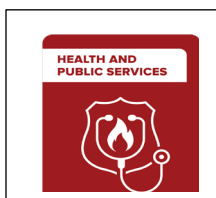
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Early Childhood Education AS-T • History for Transfer AA-T • Psychology for Transfer AA-T • Sociology for Transfer AA-T • University Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development AA • General Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development CA 	<ul style="list-style-type: none"> • Child Development Associate Teacher COA



Technical Studies

The Technical Studies Pathway allows you to learn by doing and focus on automotive, gunsmithing and welding. This pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
N/A	<ul style="list-style-type: none"> • Automotive Technology AS • Firearms Repair AS • General Gunsmithing AS • Welding Technology AS 	<ul style="list-style-type: none"> • Advanced Mechanics CA • Engine Repair CA • Firearms Repair CA • General Gunsmithing CA • Welding Technology 1-yr CA • Welding Technology 2-year CA 	<ul style="list-style-type: none"> • Basic Mechanics COA • Electrical COA • Long Guns COA • Machinist & Metal Finishing COA • Pistolsmith COA • Riflesmith COA • Welding Technology COA 	<ul style="list-style-type: none"> • Automotive Chassis and Maintenance COC



Health & Public Service

This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, dietician supervisor in a public safety service field, or college instructor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Administration of Justice AS-T Nutrition & Dietetics AS-T University Studies Allied Health AA 	<ul style="list-style-type: none"> Administration of Justice AA Fire Technology AS Vocational Nursing AS 	<ul style="list-style-type: none"> Administration of Justice CA Fire Technology CA Medical Assisting CA Vocational Nursing CA Basic Wildland Firefighter CA 	<ul style="list-style-type: none"> Administration of Justice COA Medical Assisting Administrative COA Medical Assisting Clinical COA

Graduation:

Graduation is a time to celebrate achieving your academic accomplishment. Lassen College holds one graduation at the close of the spring term. Please submit your Petition to Graduate Form, found in your portal under forms, to the Counseling Office on or before the 10th week of the semester of graduation. This form must be submitted in order to participate in graduation and to receive your diploma. Nursing graduation is a separate, additional event for the nursing students. Please contact the nursing department for date and time.

Transfer:

If you are a student interesting in transferring to a four year institution please reach out to your counselor. It is critical to create an educational plan in order to adequately prepare to the institution of your choice. The Career/Transfer Center can assist you with career, program, and university exploration. A College/Career fair is hosts the annual event to help you explore a variety of opportunities on your journey.

Application assistance is provided as many institutions require you to apply 10 months before you intend to transfer. Please reach out to our Career/Transfer Center at lcctransfer@lassencollege.edu.

Degrees and Certificates

Philosophy and Criteria for Associate Degree & General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP4025 Title V section 55061)

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

- Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
- Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
- A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
- Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
 - Natural Science (3 Units)
 - Social and Behavioral Sciences (3 Units)
 - Humanities (3 Units)
 - Language and Rationality
 - English Composition (3 Units)
 - Communication and Analytical Thinking (3 Units)
 - Health and Physical Activities (3 Units)
- Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student

must meet the math competency requirement. This requirement may be satisfied by either:

A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.

6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
 - A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivalent from an accredited college or university
 - B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
 - C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.



Associate Degree
for Transfer
A Degree with a Guarantee.™

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

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

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

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from 16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office. 8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20

Anthropology 1

Biology 1, 4, 10, 20, 25, 26, 32, 32L

Chemistry 1A, 1B, 8, 45

Geology 1, 5

Physical Science 1

Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20

Agriculture 2

Anthropology 2

Business 22

Child Development 31

Economics 10, 11

Ethnic Studies 1

Geography 2

History 14, 15, 16, 17

Political Science 1

Psychology 1, 5, 6, 18, 31, 33

Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 19A

25, 30, 36A

English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34

Film 1

History 14, 15, 16, 17

Humanities 1, 2

Interdisciplinary Studies 1, 2

Music 6, 7, 12

Philosophy 1, 10

Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition

English 1, 9

D2. Communication and Analytical Thinking

Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities

Biology 25, 26

Child Development 12, 22, 31

Counseling & Guidance 1

Health 2, 25

Human Services 30

Psychology 1, 18, 31, 33

Sociology 3

Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS

49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE

1, & WE 2

E2. Physical Activities

(If the 3 units are taken in Physical Education (PE) or Physical Education Activities Courses (PEAC), the student must take at least 2 different courses.)

Agriculture 21B, 22

Physical Education 15

Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A,

5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D,

34, 44

AREA F Ethnic Studies (at least 3 units)

Please see a counselor to determine the best way to complete this requirement.

For General Education Transfer Curriculum (CSU/IGETC) See Pages 64-65

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer
Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade of 2.0: 18 Units

Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0

AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

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Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units

Total Core Units: 27 units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 16	Supervision in Law Enforcement	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 35	Investigative Techniques	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 14	Juvenile Procedures	3.0			
AJ 20	Criminal Law	3.0	AJ 52A	Arrest Methods and Procedures	2.5
AJ 23	Criminal Evidence	3.0	AJ 52B	Firearms P.C. 832	0.5
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

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Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 11	Youth Gangs in America	3.0
AJ 14	Juvenile Procedures	3.0	AJ 16	Supervision in Law Enforcement	3.0
AJ 20	Criminal Law	3.0	AJ 35	Investigative Techniques	3.0
AJ 23	Criminal Evidence	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0	AJ 52A	Arrest Methods and Procedures	2.5
			AJ 52B	Firearms P.C. 832	0.5

Certificate of Accomplishment Administration of Justice

Total Units for Certificate of Accomplishment

Required Core Courses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 24	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies:
 Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhance their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and
Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide
Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree University Studies:

Emphasis in Agriculture Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units	AGR 40	Basic Agricultural Mechanics	3.0
AGR 1	Agricultural Accounting	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 2	Agricultural Economics	3.0	Completion of either the CSU General Education or IGETC Option		
AGR 10	Introduction to Animal Science	3.0	Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.		
AGR 13	Feeds and Feeding	3.0			
AGR 20	Introduction to Plant Science	4.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 21-24 Units

Required Core Units: 12-14

Course No	Course Title	Units	Required Electives: 9-10 Units		
AGR 19	Soil Science OR	3.0	AGR 1	Agricultural Accounting	3.0
CHEM 1A	General Chemistry I	5.0	AGR 3	Intro to Agricultural Business	3.0
AGR 2	Agricultural Economics	3.0	AGR 10	Intro to Animal Science OR	3.0
MATH 40	Elementary Statistics	3.0	AGR 20	Intro to Plant Science	4.0
ECON 10	Macro-Economics	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units	AGR 3	Introduction to Agriculture Business	3.0
AGR 1	Agricultural Accounting	3.0	CA 31	Computer Applications I	2.0
AGR 2	Agricultural Economics	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 20 Units

Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics <u>OR</u>	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:

Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Health

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:

Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0

AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 6 Units

The student may select 6 units from any of the following.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 3 Units

The student may select 3 units from any of the following courses to satisfy this requirement.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment:

Horsemanship: 14 Units

Course No	Course Title	Units	AGR 53	Colt Training	2.0
AGR 14	Equine Science	3.0	AGR 57	Beginning Horseshoeing	3.0
AGR 23	Western Riding and Training	2.0	AGR 51	Horsemanship	2.0
AGR 50	Basic Riding	2.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units			
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impact the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.



Allied Health

DEGREES

Emphasis in Allied Health

Associate in Arts Degree University Studies:

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Art

DEGREE

Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Program Highlights

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 24 Units

Complete the following 12 units:

Course No	Course Title	Units			
ART 1A	Two-Dimensional Design	3.0	ART 10A	Beginning Painting	3.0
ART 1B	Three-Dimensional Design	3.0	ART 23	Beginning Printmaking	3.0
ART 2	Drawing	3.0	ART 25	Graphic Design 1	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0	ART 30	Introduction to Sculpture	3.0
			ART 36A	Beginning Ceramics	3.0
Select 3 additional units from the following:			Completion of either the CSU General Education or IGETC Option		
ART 6	Survey of Art History: Prehistoric To Renaissance	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
Select 9 additional units from the following:					
ART 3	Beginning Life Drawing	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.



Automotive Technology

DEGREE

Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT

Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT

Basic Mechanics
Electrical

CERTIFICATE OF COMPLETION

Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.

As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0

AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

- 1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 20 Units

Required Core Courses: 17 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short	4.0

Block

AT 74	Engine Repair and Machining-Cylinder Heads	3.0
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Required Electives: 3 Units

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

- 1 Diagnose various automotive engine system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units

Required Core Courses: 23 Units

Course No	Course Title	Units	AT 60	Shop Management and Service Writer	2.0
AT 50	Car Care Basics	3.0	AT 66	Manual Drive Train	4.0
AT 54	Brakes	3.0	AT 68	Automatic Transmissions	3.0
AT 56	Steering and Suspension	3.0	AT 70	General Automotive Lab	2.0
AT 58	Automotive Heating and Air Conditioning	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

- 1 Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units	AT 56	Steering and Suspension	3.0
AT 50	Car Care Basics	3.0	AT 80	Basic Electrical	3.0
AT 54	Brakes	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

- 1 Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
- 2 Perform automotive preventative maintenance according to industry standards
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units	AT 82	Engine Performance I	3.0
AT 50	Car Care Basics	3.0	AT 84 <th>Engine Performance II</th> <th>3.0</th>	Engine Performance II	3.0
AT 80	Basic Electrical	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

- 1 Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

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Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.



Biological Science

DEGREE

Associate in Science in Biology for Transfer

Associate in Arts University Studies:

Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist

Field Biologist

Forensic Scientist

Medical Doctor

Pharmacist

Physical Therapist

Public Health Educator

Registered Nurse

Teacher

Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	MATH 1A	Analytic Geometry and Calculus I	5.0
			PHYS 2A	General Physics I	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0	PHYS 2B	General Physics II	4.0
CHEM 1A	General Chemistry I	5.0			
CHEM 1B	General Chemistry II	5.0			

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
			ANTH 2	Cultural Anthropology	3.0
BIOL 20	Microbiology	5.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 25	Human Anatomy and Physiology I	4.0			
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.



Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and general office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

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Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 26 Units

Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

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Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Core Units: 20-23

Course No	Course Title	Units
ECON 10	Macro Economics	3.0
ECON 11	Micro Economics	3.0
MATH 40	Elementary Statistics	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0

Select two 6-9 units from the following:

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 27	Business Communications	3.0
ENGL 9	Critical Thinking and Composition	3.0
MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

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Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0

CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.

3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units	BUS 22	Business Law	3.0
BUS 2	Introduction to Business	3.0	BUS 25	Small Business Management	3.0
BUS 10	Human Resource Management	3.0	BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.



Careers

Certificate of Completion IT Support Professional

High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The IT Support Professional Certificate is designed to prepare students for an entry level job in Information Technology. The program offers five courses that cover key topics in IT support: troubleshooting, customer service, networking, system administration, security, and operating systems. Coursework includes a dynamic mix of video lectures, quizzes, and hands-on labs. Participants also will hear from Google employees with unique backgrounds and perspectives, whose own foundation in IT support served as a jumping-off point for their careers. By earning the Career Pathway Entry Certificates you will:

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in IT Support Professional

Total Hours for the Certificate of Completion in Career Pathway Entry: 150 Hours

Course No	Course Title	Hours	Course No	Course Title	Hours
CS 150	Tech Support	30	CS 153	System Administration	30
CS 151	Bits and Bytes	30	CS 154	IT Security	30
CS 152	Operating Systems	30			

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in IT Support Professional** the student will be able to:

1. Assemble a computer from scratch and install an operating system
2. Build a network layer and compile the five-layer network model
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
5. Upon completion of this course, the student will be able to describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
6. Grasp the fundamentals of computer networking, from modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting
7. Apply infrastructure service management techniques that keep all organizations up and running, like managing and configuring servers, managing cloud resources, and using industry tools to manage computers, user information, and user productivity
8. And describe a wide variety of IT security concepts, tools, and best practices, including how to safeguard data, types of network security solutions, and how to integrate a culture of security into your organization or team

Child Development

DEGREES

Associate in Science in Early Childhood Education
for Transfer
Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

Assistant Teacher	Parent Educator
Associate Teacher	Family Service Worker
Teacher	Home Visitor
Master Teacher	Classroom Aide
Site Supervisor	

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units	CD 25	Teaching in a Diverse Society	3.0
CD 11	Observation and Assessment	3.0	CD/PSY 31	Child Development: Conception	3.0
CD 12	Child, Family and Community	3.0		Through Adolescence	
CD 16	Introduction to Curriculum	3.0			
CD 19	Children's Nutrition, Health and Safety	3.0			
CD 20	Principles and Practices of Teaching Young Children	3.0			
CD 24	Practicum	4.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 38 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units

Required Core Courses: 26 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.



English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
 Writer
 Lawyer
 Teacher
 Journalist
 Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
 Small class size
 Individualized tutoring

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Course No	Course Title	Units
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Take the following 6 units

ENGL 2	Introduction to Literary Types	3.0
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ENGL 9	Critical Thinking and Composition	3.0
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List A – Take 6 units (Select 2)

ENGL 3	British Literature I	3.0
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ENGL 4	British Literature II	3.0
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ENGL 12	Survey of American Literature II	3.0
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List B – Take 3 units

ENGL 5	Survey of World Literature II	3.0
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ENGL 10	Shakespeare	3.0
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List C – Take 3 units

ENGL 1	College Composition	3.0
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ENGL 22	Creative Writing	3.0
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ENGL 33	Studies in Fiction	3.0
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ENGL 34	Studies in Poetry	3.0
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Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which

LCC's program is a good base for transfer.

Basic Wildland Firefighter

CERTIFICATE OF ACCOMPLISHMENT

Fire Technology

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0
Required Elective: 12 Units: select from the following listing:		
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Fellowship to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operations	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S291)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management System	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0

FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S-290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Achievement Basic Wildland Firefighter

Total units for the Certificate: 19 – 19 Units

Required Core Courses: 18-19 Units

Course No	Course Title	Units
FS 5	Fire Organization and Management	3.0
FS 8	Wildland Fire Suppression	2.0
FS 20 OR	First Aid/CPR for Public Employees	0.5
EMT 21	Emergency Medical Responder	2.5
FS 51	Introduction to Fire Careers	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 72	HazMat First Responder Operations	1.0
FS 74	Fire in the Interface (S 2-15)	1.5
FS 78	Followership to Leadership (L-280)	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 85	Understanding Maps Compass & GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Achievement Basic Wildland Firefighter**, the student will be able to:

1. Demonstrate basic knowledge of fire physics and behavior.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Understand the basic skills needed to respond to all risks in emergency incidents
4. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.

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Certificate of Accomplishment Fire Technology

Total units for the Certificate: 13.5 Units

Required Core Courses: 13.5 Units

Course No	Course Title	Units	FS 61	Basic Firefighter Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR



General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:

- Agriculture 19 (L)
- Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
- Geology 1 (L), 5 (L)
- Physical Science 1
- Physics 2A (L), 2B (L)

2. Life Forms:
 - Agriculture 10 (L), 20 (L)
 - Anthropology 1
 - Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
 - Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
 - Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
 - Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 30, 36A
 - Film 1
 - Music 6, 7, 12

2. Humanities (Literature, Philosophy, Foreign Languages):
 - English 2, 3, 4, 5, 10, 12, 33, 34
 - History 14, 15, 16, 17
 - Humanities 1, 2
 - IDS 1, 2
 - Philosophy 1, 10
 - Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

- Administration of Justice 10, 12, 20
- Anthropology 2
- Agriculture 2
- Child Development 31
- Economics 10, 11
- Ethnic Studies 1

- Geography 2
- History 14, 15, 16*, 17*
- Political Science 1*
- Psychology 1, 5, 6, 18, 31
- Sociology 1, 3, 4

* **CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

- (1) History 16 and 17
- (2) History 16 and Political Science 1
- (3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

- Child Development 31
- Counseling & Guidance 1
- Health 2, 25
- Human Services 30

- Physical Education 15
- Psychology 1, 18, 31, 33
- Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of “C” or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1

English 7 or 9

Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8

Film 1

Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34

History 14, 15, 16, 17

Humanities 1, 2

Philosophy 1, 10

Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3

B. Economics: AGR 2, ECON 10, 11

C. Ethnic Studies: ES 1

D. Gender Studies: SOC 4

E. Geography: GEOG 2

F. History: HIST 14, 15, 16*, 17*

G. Interdisciplinary: CD 31

H. Political Science: PLCS 1*

I. Psychology: PSY 1, 5, 6, 18, 31

J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by “L” in parentheses).

Physical Sciences:

Agriculture 19

Chemistry 1A (L), 1B (L), 8 (L), 40, 40 (L), **45 (L)

Geology 1 (L), 5 (L)

**Physical Science 1

Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20

Anthropology 1

Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L),

26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of “C” or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1, IDS 1, IDS 2

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1

Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geographic Information Systems

Certificate of Achievement

Certificate of achievement in Geographic Information Systems

A Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena.

As a GIS student you will:

Study the history of GIS, learn what it is and how it is used, and discover the foundational concepts that allow it to be a successful system

Develop skills in using hardware and software applications, in conjunction with relevant data and information, to learn how to approach and help solve potential real-world geospatial phenomena

Acquire critical thinking skills that will allow you to view and analyze geospatial patterns and feature relationships from a scientific perspective

Gain knowledge in the dissemination of geospatial information to web-based data and information delivery environments, as well as exposure to ancillary geospatial technologies such as Global Positioning Systems (GPS), Remote Sensing, and Computer-Aided Drafting (CAD) data and their respective applications

Career Options

GIS Technician for private entity or government agency

Supplemental GIS education to add to existing or future education in another field, which will help to strengthen overall knowledge from a technical standpoint

Program Highlights

Lassen Community College offers its Geographic Information Systems certificate as an entirely online program of study. No physical classroom involvement is required. Courses may be offered via traditional face-to-face or hybrid instructional modalities as well. The Geographic Information Systems certificate can be completed in just two semesters.

The Geographic Information Systems certificate is well suited to provide individuals with the education necessary to enter the workforce as an entry-level GIS Technician, or add to an existing or future bachelor's degree education to help strengthen and solidify the technical nature of said degree. For example, a combination of a bachelor's degree in wildlife biology and a certificate in GIS can be a very valuable and powerful combination to potential employers.

Certificate of Achievement Geographic Information Systems

Total Units for the Certificate of Achievement: 16

Course No	Course Title	Units	GIS 3	Cartography and Geovisualization	3.0
GIS 1	Fundamentals of GIS	4.0	GIS 4	Spatial Analysis	3.0
GIS 2	GIS Data Concepts	3.0	GIS 5	Web/Mobile-based GIS	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Geographical Information Systems** student will be able to:

1. Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.
2. Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.
3. Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.
4. Use the latest, basic GIS-based software technologies on the market with effective and efficient application.
5. Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer

Owner/Manager of a Gunsmith
Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Associate Degree and Certificate of Achievement in
Gunsmithing can be completed within two (2) years.

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.

Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Autos	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

General Education Requirements: 18 Units

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0	General Education Requirements: 18 Units		
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0			

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units

Required Core: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Bedding Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0			
GSS 58.02	Pressure Bedding and Pillar	1.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units			
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 59.03	Parkerizing	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 59.04	Color Case Hardening	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 59.09	Alternative Metal Finishing	1.0
GSS 52.05	Gunsmith Machining 5	1.0			
GSS 52.06	Gunsmith Machining 6	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units			
GSS 51.06	Wood Stock Finishing	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units			
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolvers Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units			
GSS 51.01	Stock Inletting	1.0	GSS 57.02	Action Blueprinting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement

Medical Assisting

Certificate of Accomplishment

Administrative Medical Assisting

Clinical Medical Assisting

Red Cross Certification

Cardiopulmonary Resuscitation (CPR)

Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting

The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting

The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options

Medical Assistant

Clinic Assistant

Medical Office Assistant

EMT - I

EMT - II

EMT – Paramedic

Program Highlights

- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 21 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.5
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 13.5 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 70	Medical Assisting Core	7.0	HO 71	Medical Assisting Administrative	6.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 14.5 Units

Course No	Course Title	Units				
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical		7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patient education.



History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “historical perspective” to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18-19 Units

Complete the following 12 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0
HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0

Select 6 additional Units from the following:

ES 1	Ethnic Minorities in America	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to Sign Language	3.0
PLSC 1	American Institutions	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0	HUM 1	Western Civilization-Prehistoric to 1600	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0	HUM 2	Western Civilization-1600 to Present	3.0
ART 8	Art Appreciation	3.0	IDS 1	Introduction to sign Language	4.0
ART 9	History of Asian Art	3.0	IDS 2	Intermediate Sign Language	4.0
ENGL 2	Introduction to Literary Types	3.0	MUS 6	Music History from Antiquity to 1750	3.0
ENGL 3	British Literature I	3.0	MUS 7	Music History from 1750 to Modern Era	3.0
ENGL 4	British Literature II	3.0	MUS 12	Music Appreciation	3.0
ENGL 5	Survey of World Literature II	3.0	PHIL 10	Comparative World Religions	3.0
ENGL 10	Shakespeare	3.0			
ENGL 12	Survey of American Literature II	3.0			
ENGL 22	Creative Writing	3.0			
ENGL 33	Studies in Fiction	3.0			
ENGL 34	Studies in Poetry	3.0			
FILM 1	History of the Cinema	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1A	General Chemistry I	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 20	Introduction to Plant Science	4.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
ANTH 1	Biological Anthropology	3.0			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 1	Physical Geology	4.0
			GEOL 5	Historical Geology and Paleontology	4.0
BIOL 10	Natural History of Plants and Animals	4.0	PHSC 1	General Physical Science	3.0
BIOL 20	Microbiology	5.0	PHYS 2A	General Physics I	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	PHYS 2B	General Physics II	4.0
BIOL 26	Human Anatomy and Physiology II	4.0	.Completion of either the CSU General Education or IGETC Option		
BIOL 32	General Biology	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
BIOL 32L	General Biology with Lab	4.0			

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
AGR 20	Introduction to Plant Science	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
ANTH 1	Biological Anthropology	3.0	CHEM 55	Introductory Chemistry	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0	GEOL 1	Physical Geology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 5	Historical Geology and Paleontology	4.0
			PHSC 1	General Physical Science	3.0
BIOL 10	Natural History of Plants and Animals	4.0	PHYS 2A	General Physics I	4.0
BIOL 20	Microbiology	5.0	PHYS 2B	General Physics II	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	Electives: 24 (no more than 6 units from any one discipline). <i>The student may select from any courses numbered 1 – 99 to satisfy this requirement.</i>		
BIOL 26	Human Anatomy and Physiology II	4.0	General Education Requirements: 18 Units		
BIOL 32	General Biology	3.0	Note: This degree does not prepare a student to transfer to a University.		
BIOL 32L	General Biology with Lab	4.0			
CHEM 1A	General Chemistry I	5.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science**, the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics

Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units	HO 3	Medical Terminology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	PSY 1	Introduction to Psychology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 18	Life Span Development	3.0
HLTH 25	Understanding Nutrition	3.0			

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.



Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 28 Units

Required Core: 20 Units

Course No	Course Title	Units	Select 8 Units From the following	
BIOL 20	Microbiology	5.0	BIOL 25 &	Human Anatomy and Physiology I 4.0
CHEM 1A	General Chemistry I	5.0	BIOL 26	Human Anatomy and Physiology II 4.0
CHEM 45	Introduction to Chemistry	4.0	OR	
HLTH 25	Understanding Nutrition	3.0	CHEM 1B &	General Chemistry II 5.0
PSY 1	Introduction to Psychology	3.0	MATH 40	Elementary Statistics 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer

Associate in Arts Degree University Studies:
Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core courses minimum grade 2.0: 22 Units

Lower Division Major Preparation:

Course No	Course Title	Units			
PE 15	Introduction to Kinesiology	3.0		Individual Sports	
BIOL 25	Human Anatomy & Physiology I	4.0	PEAC 34	Golf Skills	1.0
BIOL 26	Human anatomy & Physiology II	4.0			
Select 3 units form the following: 1 course from each area				Team Sports	
Fitness			PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 16	Walking for fitness	1.0			
PEAC 32D	Fitness Center	1.0		Take the following 2 courses 8 Units	
PEAC 44	Yoga	1.0	MATH 40	Elementary Statistics	3.0
			CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
BIOL 26	Human Anatomy and Physiology II	4.0	PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
HLTH 2	Personal Health	3.0	PEAC 7	Varsity Baseball	3.0
HLTH 25	Understanding Nutrition	3.0	PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 32D	Fitness Center	1.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
Select 3 Units from PE Electives:			PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 10	Woman's Varsity Softball	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5	PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 16	Walking for Fitness	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	PEAC 34	Golf Skills	1.0
PEAC 5A	Men's Varsity Basketball-Fall	2.0	PEAC 44	Yoga	1.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0			
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5			
PEAC 5C	Women's Varsity Basketball-Fall	2.0			
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0			
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0			
PEAC 6	Varsity Wrestling	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.



Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:

Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:

Emphasis in Social Sciences

Associate in Arts Degree General Studies:

Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AJ 5	Introduction to Forensics	3.0	HUM 2	Western Civilization-1600 to Present	3.0
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
CD 31	Child Development: Conception Through Adolescence	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
ECON 10	Macro-economics	3.0	SOC 1	Introduction to Sociology	3.0
ECON 11	Micro-economics	3.0	SOC 2	Social Problems	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 3	Family Relations	3.0
GEOG 2	Cultural Geography	3.0	SOC 4	Introduction to Gender	3.0
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
			HUM 2	Western Civilization-1600 to Present	3.0
AJ 5	Introduction to Forensics	3.0			
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
BUS 22	Business Law	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
CD 31	Child Development: Conception Through Adolescence	3.0	SOC 1	Introduction to Sociology	3.0
ECON 10	Macro-economics	3.0	SOC 2	Social Problems	3.0
ECON 11	Micro-economics	3.0	SOC 3	Family Relations	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 4	Introduction to Gender	3.0
GEOG 2	Cultural Geography	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.



Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective” to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Complete the following 15 Units:

Course No	Course Title	Units
SOC 1	Introduction to Sociology	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0
Select 6 unit		
PSY 5	Introduction to Research methods	3.0
SOC 2	Social Problems	3.0
MATH 40	Elementary Statistics	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Welding Technology

DEGREE

Associate in Science in Welding Technology

CERTIFICATES OF ACHIEVEMENT

Welding Technology Two-Year Plan
Welding Technology One-Year Plan

CERTIFICATE OF ACCOMPLISHMENT

Welding Technology

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the Program. The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) qualifications in plate and pipe welding. The curriculum is updated with the assistance of an industry advisory committee.

As a Welding major, you will:

- Study a general welding curriculum including welding plate and pipe and qualifications in multiple welding processes to American Welding Society standards.
- Develop leadership and communication skills.
- Identify the welding careers you are most interested in and build a course of study to better qualify you to succeed in that career.

Career Options

Welding Technician
Sales
Inspection
Supervision & Management
Aerospace
Welding Engineering
Construction
Trucking & Automotive
Welding Instructor

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Classes for beginning through advanced welders.
- Welding qualifications through the American Welding Society.
- Practical hands-on training with classroom theory.
- Short term courses.

Associate Degree and Certificate of Achievement in Welding can be completed within two (2) years.

Internships in welding are available for students interested in Work Experience opportunities.

Associate in Science Degree Welding Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 24 Units

Course No	Course Title	Units	CA 31	Computer Applications I	2.0
WT 20	Power Plant and Field Pipe Welding I	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 21	Power Plant and Field Pipe Welding II	3.0	IT 72	Facilities Maintenance: Welding	2.0
WT 22	Power Plant and Field Pipe Welding III	3.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 23	Power Plant and Field Pipe Welding IV	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 51	Blueprint and Symbol Reading for Welders	2.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0	WT 52	Robotic Welding Operations and Programming	3.0
			WT 53	Robotic Welding Operations and Programming Advanced	3.0
Required Electives: 18 Units			General Education Requirements: 18 Units		
BUS 25	Small Business Management	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree Welding Technology**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to U niversity of C alifornia
CSU	Transferable to C alifornia S tate U niversity
IGETC	Intersegmental G eneral E ducation T ransfer C urriculum, Area Requirements
CSU GE	C alifornia S tate U niversity G eneral E ducation Certification, Area Requirements
CL	C redit L imit. See a counselor.
R	Course may be R epeated
C-ID	C ourse I dentification Number (<i>See Catalog Definition on page 35</i>)

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.

In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics

3.0 units

CSU/UC

C-ID AJ 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process

3.0 units

CSU/UC

C-ID AJ 122

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science

3.0 units

CSU

C-ID AJ 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also

study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The course includes the examination of the foundations of criminology, theories of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice

3.0 units

CSU

C-ID AJ 110

General Education Area B

CSU Area D

IGETC Area 4

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each

subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures

3.0 units

CSU

C-ID AJ 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been approved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.



AJ 20 - Criminal Law

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

C-ID AJ 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence

3.0 units

CSU

C-ID AJ 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations

3.0 units

CSU/UC

C-ID AJ 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to

overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques

3.0 units

CSU

C-ID AJ 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience

1.0 – 8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit

of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures

2.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture total (R)

A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832

0.5 unit

Co-requisite: AJ 52A

24 hours lab (R)

A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher

0.5 units

8 hours lecture (R)

An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refresher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture

This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of \$15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of \$10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 58 – Perishable Skills for Peace Officers **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This Course is designed for current peace officers to meet California Peace Officer Standards and Training (POST) mandated bi-annual perishable skills training requirements. Students will receive refresher knowledge and skills in officer safety, proper and safe firearms handling, storage and cleaning techniques, proper and safe tactical movement, arrest and control techniques, safe and efficient driver awareness techniques, and effective verbal and non-verbal communication used in policing. Enrollment limited to current California peace officers. Course instructor signature required for enrollment. Material fees of \$10.00 per student collected at time of registration. Course may be repeated as needed for recertification.

AJ 59 – First Aid/CPR/AED Refresher for Peace Officers **0.5 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture

This course is designed to meet the content and testing requirement of Title 22 of the California Code of Regulation and the Emergency Medical Services Authority (EMSA) requirements for peace officer refresher training related to the administration of First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillators. Course may be repeated as needed for recertification. Material fees of \$10.00 per student collected at time of registration. Enrollment limited to current California peace officers. Course instructor signature required for enrollment.

AJ 60-Adult Correctional Officer Core Course **9.50 units**

Prerequisites: Must be 18 years of age and have High School Diploma or GED.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

This course presents and meets the required training for entry level local correctional officers by the Board of State and Community Corrections, Standards and Training for Corrections (STC). Topics include: criminal justice System, professionalism and ethics, gangs, oral and written communication, maintaining security, booking, receiving and releasing offenders, supervising offenders, medical issues, classification of offenders, cultural awareness, report writing and record keeping, emergency procedures, visitation, screening and distribution of supplies and mail, transportation, testifying in court, assault and abuse, defensive tactics and restraint techniques, behavioral health and personal physical conditioning basics. This course is designed to provide practical hands on training in correctional officer tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a potential risk of injury to the participants. Students need to be prepared for the rigor of the physical conditioning and defensive tactics training. Pre-existing medical conditions may interfere with successful completion of these sections and/or the course.

Course instructor signature required for enrollment. Material fees of \$50.00 per student collected at time of registration.

AJ 71 – CDCR Off Post Training for Custody Staff **1.0 unit**

Pre-requisites: Basic Correctional Academy including POST Training 51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business. This course has been approved for hybrid delivery.

AGR 2 - Agricultural Economics **3.0 units** **CSU/UC**

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position. This course has been approved for hybrid delivery

AGR 3 - Introduction to Agriculture Business

3.0 units

CSU/UC

C-ID AG-AB 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process. This course has been approved for hybrid delivery.

AGR 4 – Agricultural Sales and Communication

3.0 units

CSU

34 hours lecture/51 hours lab

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

AGR 8 - Introduction to Animal Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry. This course has been approved for hybrid delivery.

AGR 9 - Food Animal Selection

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level. This course has been approved for hybrid delivery.

AGR 10 - Introduction to Animal Science

3.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AS 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis. This course has been approved for hybrid delivery.

AGR 11 - Beef Cattle Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production. This course has been approved for hybrid delivery.

AGR 12 – Animal Health and Disease

3.0 units

CSU/UC

34 hours lecture/51 hours lab

Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs. This course has been approved for hybrid delivery.

AGR 13 - Feeds and Feeding

3.0 units

CSU/UC

C-ID AG-AS 132L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized. This course has been approved for hybrid delivery.

AGR 14 – Equine Science

3.0 units

CSU/UC

C-ID AG-AS 116L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives. This course has been approved for hybrid delivery.

AGR 19 – Introduction to Soil Science

3.0 units

CSU/UC

GE Area A

CSU GE Area B1 B3

IGETC Area 5A

C-ID AG-PS 128L

34 hours lecture/51 hours lab

The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties. This course has been approved for hybrid delivery.

AGR 20 - Introduction to Plant Science

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AG-PS 106L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. This course has been approved for hybrid delivery.

AGR 21B - Intercollegiate Rodeo

3.0 units

CSU

General Education Area E2

170 hours lab (R)

Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 22 - Rodeo Skills

3.0 units

CSU

General Education Area E2

153 hours lab

This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 23 - Western Riding and Training

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or

manager. This course has been approved for hybrid delivery.

AGR 31 - Bovine Embryo Transfer

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

42.5 hours lecture/25.5 lab

This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied. This course has been approved for hybrid delivery.

AGR 40 - Basic Agricultural Mechanics

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction. This course has been approved for hybrid delivery.

AGR 41 - Farm Tractors and Farm Power

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application. This course has been approved for hybrid delivery.

AGR 42 - Farm Surveying, Irrigation and Drainage

3.0 units

CSU

17 hour lecture/102 hours lab

Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigation systems. This course has been approved for hybrid delivery.

AGR 49 - Agricultural Work Experience 1.00–8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. This course has been approved for hybrid delivery.

AGR 51 - Horsemanship

2.0 units

17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling. This course has been approved for hybrid delivery.

AGR 53 - Colt Training

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading. This course has been approved for hybrid delivery.

AGR 57 - Beginning Horseshoeing

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses. This course has been approved for hybrid delivery.

AGR 61 - Introduction to Bovine Reproduction

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination. This course has been approved for hybrid delivery.

AGR 70 - Rodeo Team Roping

1.0 unit

48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and

team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"

0.5 units

10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology

3.0 units

CSU/UC

General Education Area A

CSU GE Area B2

IGETC Area 5B

C-ID ANTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D1

IGETC Area 4A

C-ID ANTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art. Ethnographic case studies will be used to highlight similarities and differences

among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ART

ART 1A - Two-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a \$10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of \$25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 101

Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard

computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a \$10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 200

Recommended Preparation: ART-2

Drawing

25.5 hour lecture/76.5 hours lab

An introduction to figure drawing from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic, technical and digital points of view. This course has been approved for traditional and temporary emergency online delivery. Students will need to purchase approximately \$100 worth of supplies for online course.

ART 6 - Survey of Art History, Prehistoric To Renaissance

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be

covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 10A - Beginning Painting

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 210

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately \$75 worth of supplies.

ART 10B - Intermediate Painting

2.0 units

CSU/UC

Prerequisite: Art 10A Beginning Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10C - Advanced Painting

2.0 units

CSU/UC

Prerequisite: Art 10B Intermediate Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediated techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00

lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10D - Portfolio Painting **2.0 units CSU/UC**

Prerequisite: Art 10C Advanced Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 19A - Beginning Digital Photography

3.0 units

CSU

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography

1.0 unit

CSU

Prerequisite: Art 19A Beginning Digital Photography
51 hours lab

An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be

considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography

1.0 unit

CSU

Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab

An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography

1.0 unit

CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab

An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design
25.5 hours lecture/76.5 hours lab
A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs.

Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful

conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a \$10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of \$70.

ART 23 - Beginning Printmaking

3.0 units

CSU/UC

C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing.
25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1

3.0 units

CSU/UC

C-ID ARTS 250

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography

25.5 hours lecture/76.5 hours lab
A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs.

Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of \$70.

ART 30 – Introduction to Sculpture

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics

2.0 units

CSU/UC

Prerequisite: Art 36A Beginning

Ceramics

102 hours lab

Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics

2.0 units

CSU

Prerequisite: Art 36B Intermediate

Ceramics

102 hours lab

Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics

2.0 units

CSU

Prerequisite: Art 36C Advanced

Ceramics

102 hours lab

Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics.

Producing a body of work for presentation/exhibition. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation

3.0 units

CSU/UC

25.5 hour lecture/76.5 hours lab

This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 49 - Art Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology

Work Experience 1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics

3.0 units

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

34 Hours Lecture, 51 Hours Lab

This course was designed to:

1. Introduce shop procedure and safety to the student;
2. Give students the skills to perform vehicle maintenance and basic roadside repairs;
3. Give students the skills to diagnose and repair minor vehicle malfunctions. This course adheres to ASE Education Foundation standards. The course has been approved for hybrid delivery.

AT 54 - Brakes

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adheres to ASE Education Foundation standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in alignment of front suspension and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to AES (Educational Foundation) standards for steering and suspension. This course has been approved for hybrid delivery.

AT 58 – Automotive Heating and Air Conditioning

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12, 134A, and R1234YF refrigerants. This course meets ASE Education Foundation standards. This course has been approved for hybrid and online delivery.

AT 60 – Shop Management and Service Writer

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders

to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 66 - Manual Drive Train

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions

3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab

2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.

102 hours lab

This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/153 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/102 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 80 – Basic Electrical

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I

3.0 units

Prerequisite: AT-80 Basic Electrical

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II

3.0 units

Prerequisite: AT-82 – Engine Performance I

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules,

computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 90 – Automotive Survival

1.0 unit

18 hours lecture

This is an introductory seminar course designed for the novice from the standpoint of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab **0.5 units**

Recommended Preparation: AT 90

Automotive Survival

24 hours lab

The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training **Level 2 32-Hour Course**

1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.

8 hours lecture/24 hours lab

The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections.

Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It

is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 190

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I

51 hours lecture/51 hours lab

A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommended preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for online and hybrid delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 140

Prerequisite: MATH 60 or equivalent multiple measures placement.

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for online and hybrid delivery.

BIOL 10 - Natural History of Plants & Animals

4.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for online, hybrid and correspondence delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs. This course has been approved for online and hybrid delivery.

BIOL 21 - Human Anatomy with Lab

4.0 units

CSU/UC

C-ID BIOL 110B

Recommended Preparation: ENGL 105

or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine

and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab

4.0 units

CSU/UC

C-ID BIOL 120B

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for online and hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 26 - Human Anatomy and Physiology II

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I

51 hours lecture/51 hours lab Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 32 - General Biology

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B2

IGETC Area 5B

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online, hybrid and corespondence delivery.

BIOL 32L - General Biology with Laboratory

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B 5C

Recommended Preparation: ENGL 105 or equivalent placement

51 hours lecture/51 hours lab

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery. This course has been approved for on line delivery for emergency us only.

BUSINESS

BUS 1A - Accounting Principles – Financial

4.0 units

CSU/UC

C-ID ACCT 110

Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.

68 hours lecture

A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial

4.0 units

CSU/UC

C-ID ACCT 120

Prerequisite: BUS 1A – Accounting Principles-Financial

68 hours lecture

An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax

3.0 units

CSU

Prerequisite: BUS 1A – Accounting Principles-Financial

51 hours lecture

Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT) This course has been approved for online and hybrid delivery.

BUS 2 - Introduction to Business

3.0 units

CSU/UC

C-ID BUS 110

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.

51 hours lecture

A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid

delivery.

BUS 10 – Managing Diversity and Human Resources

3.0 units

CSU

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture.

Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of procedures. Importance of human relations and interpersonal communications

skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law

3.0 units

CSU/UC

General Education Area B

C-ID BUS 125

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may use a free Open Educational Resource textbook.

BUS 25 - Small Business Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications

3.0 units

CSU

C-ID BUS 115

Prerequisite: ENGL-1 College

Composition

51 hours lecture

Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning

3.0 units

CSU

Prerequisite: COT 52 Keyboarding, Level 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Basic operations of Microsoft Word.

Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All

Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture **1.0 units**

17 hours lecture
An exploratory course in the fundamentals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture **1.0 unit**

17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture **1.0 unit**

17 hours lecture
A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business

ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage **1.0 units**

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures **2.0 units**

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics **3.0 units** **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-

year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table, qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry **4.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. This course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics **3.0 units** **CSU/UC** **C-ID CHEM 140**

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended

for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teaching Laboratory for Survey of Chemistry and Physics

1.0 units

CSU/UC

C-ID CHEM 140

Co-requisites: Chem 40

This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry

4.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID CHEM 101

Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement

Recommended Preparation: one year high school Chemistry

51 hours lecture/51 hours lab

An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session

1.0 units

CSU/UC (elective)

Co-requisite: CHEM 45

This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and equilibrium of chemical reactions, acids

and bases, redox reactions, and thermodynamics. This course has been approved for online delivery.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment

3.0 units

CSU

C-ID ECE 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online and hybrid delivery.

CD 12 - Child, Family and Community

3.0 units

CSU

General Education Area E1

C-ID CDEV 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

CD 15 - Pre-School Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-

service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online, hybrid and correspondence delivery.

CD 16 - Introduction to Curriculum

3.0 units

CSU

C-ID ECE 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online, hybrid and correspondence delivery.

CD 17 - Children's Literature

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety

3.0 units

CSU

C-ID ECE 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families

and health professionals. This course has been approved for online, hybrid and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children

3.0 units

CSU

C-ID ECE 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

CD 22 - The Infant Toddler

3.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online, hybrid and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting

3.0 units

CSU

Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD

programs. This course has been approved for online and hybrid delivery.

CD 24 – Practicum

4.0 units

CSU

C-ID ECE 210

Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31

34 hours lecture/102 hours lab

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online and hybrid delivery.

CD 25 - Teaching in a Diverse Society

3.0 units

CSU

C-ID ECE 230

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

CD 26 - Administration II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding

opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online and hybrid delivery.

CD 27 - Children with Special Needs

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online and hybrid delivery.

CD 30 - Early Steps to Reading Success

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online and hybrid delivery.

**CD 31 - Child Development:
Conception through Adolescence**
3.0 units

CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4G

C-ID CDEV 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

CD 49 - Child Development Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical

Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

18 hour lecture

Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A \$20.00 lab fee will be collected at the time of registration to cover book and certification cost. This course has been approved for online and hybrid delivery.

COMPUTER APPLICATIONS

CA 31 - Computer Applications

2.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the preparatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features available in widely used software. The emphasis will be on a word processor and a spreadsheet. This

course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/15 hours lab

This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hour lecture/15 hours lab

Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in

business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1

1.0 unit

51 hours lab
A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2

1.0 unit

Prerequisite: COT 50

51 hours lab
Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting

priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key

1.0 unit

34 hours lab
A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy

3.0 units

CSU/UC

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been approved for online and hybrid delivery.

DS 111 - Computer Access II

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access

Projects

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has been approved for online and hybrid delivery.

DS 113 - Developmental Skills:

Personal Assessment

0.5-1.0 unit

8.5-17 hour lecture (R)
A course designed to provide the learning disabled student with specific information about his/her own learning process. Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills:

Reading

0.5-1.5 units

25.5-76.5 hours lab (R)
An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, correspondence and hybrid delivery.

DS 115 - Developmental Skills: Writing Skills

3.0 units

51 hours lecture (R)

A course designed to instruct the learning disabled student in writing skills.

Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

DS 116 - Developmental Skills: Math

0.5-1.5 units

76.5 hours lab (R)

An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness

1.0 unit

51 hours lab (R)

This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

DS 121 - Adaptive Individual

Sports: Bowling

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

DS 122 - Adaptive Individual

Sports: Weight Training

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop

and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 202

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 201

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activities. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

ED 2 – Introduction to Elementary Classroom Instruction

3.0 units

CSU

C-ID EDUC 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder

2.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

36 hours lecture/29 hour lab (R)

This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for online and hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)

6.5 units

Prerequisite: Current CPR certification or equivalent

85 hours lecture/69 hours lab (R)

Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for online and hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher

1.0 unit

Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.

14 hours lecture/18 hours lab

A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with

the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 1 - College Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A2

IGETC Area 1A

C-ID ENGL 100

Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.

51 hours lecture

A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

ENGL 2 - Introduction to Literary Types

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 120

Prerequisite: English 1

51 hours lecture

This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. This course has been approved for online and hybrid delivery.

ENGL 3 – British Literature I

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 160

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social

and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 4 – British Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 165

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 5 – Survey of World Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 145

Prerequisite: English 1

51 hours lecture

This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present. This course has been approved for online and hybrid delivery.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature

4.0 units

CSU/UC

General Education Area C

CSU GE Area A3

IGETC 1B

C-ID ENGL 110

Prerequisite: English 1

68 hours lecture

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A3

IGETC Area 1B

C-ID ENGL 105

Prerequisite: English 1

51 hours lecture

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1.

The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online, hybrid and correspondence delivery.

ENGL 10 – Shakespeare

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest. This course has been approved for online, hybrid and correspondence delivery.

ENGL 12 - Survey of American Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 135

Prerequisite: English 1

51 hours lecture

This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for online, hybrid and correspondence delivery.

ENGL 22 – Creative Writing

3.0 units

CSU/UC

General Education Area C

C-ID ENGL 200

Prerequisite: English 1

51 hours lecture

An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method. This course has been approved for hybrid and correspondence delivery.

ENGL 33 – Studies in Fiction

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature. This course has been approved for online, hybrid and correspondence delivery.

ENGL 34 – Studies in Poetry

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics). This course has been approved for online, hybrid and correspondence delivery.

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking

3.0 units

51 hours lecture

Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been

approved for online, hybrid and correspondence delivery.

ENGL 105A- Reading and Writing Support

1.0 units

Corequisite: ENGL 105 or ENGL 1

51 hours lab

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for online, hybrid and correspondence delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America

3.0 units

CSU/UC

General Education Area B

CSU GE Area D3

IGETC Area 4C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey of the history, culture and folklore of the American people providing a sociological analysis of race, ethnicity and racism. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined. This course has been approved for online delivery.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire

Prevention

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been

approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/48 hours lab

Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass, tool maintenance, pumping operations and safety, air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a "near miss" fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee

1.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26 hours lecture (R)

Introduction to injury and illness including preparation for rendering assistance for the public safety personnel including administration of first aid, CPR, and use of AED according to the standards set forth in California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 1.5. First Aid and CPR Standards and Training for Public Safety Personnel. This course meets Title 22 regulations and is approved by the Local Emergency Medical Services Authority (LEMSA). A \$10.00 certification fee applies. May be repeated as needed for recertification. This course has been approved for hybrid delivery.

FS 23 - Firing Operations (S-219)

1.0 units

CSU

Prerequisites: FS 75 Fire behavior (S-290)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture (2 day)

This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework

is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 Hours Lecture (2 Day)

This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent. 4 hours lecture/20 hours lab

The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country.

Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC operations terminology and the RIC mindset. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 51 – Introduction to Fire Technology Careers

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 54 – National Incident Management System (NIMS-700a)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and

nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units

Prerequisite: FS-61 Basic Firefighter Training (Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 59 – Confined Space Awareness

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen

Community College and will be collected at the time of registration.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)

5.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, or equivalent.

64 hours lecture/82hours lab

This course provides students with the knowledge and skills to perform basic firefighter tasks. Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. Instructor permission is required to enroll in this course.

FS 60A - Basic Fire Crew Firefighter

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture, 8 hours lab

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at

<https://training.fema.gov/> (free to students).

FS 64 Instructor 1 Instructor Methodology

2.5 units

Recommended Preparation:

Introduction to the Incident Command System (IS-100.B) FEMA or National Incident Management System (IS-700.A, FEMA)

40 hours lecture

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 64B Instructor II Instructional Development

2.0 units

Required Preparation

FS 64 Instructor I or equivalent
40 hours lecture

This course is designed for those seeking to become fire service instructors. It provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. The State Fire Training Course Fee of \$141.00 will be collected at registration.

FS 65A – Driver Operator 1A – Emergency Vehicle Operations

1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation,

maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65B – Driver Operator 1B - Pump Operations

1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65C – Wildland Fire Apparatus Operations

0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 70 – Heavy Equipment Boss (S-236)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)

2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

28 hours lecture/4 hours lab

This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)

1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) or Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

16 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss

1.0 units

Prerequisite(s): FS-98.18 Annual Fighter Training or Firefighter Training 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week) (R)

This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72A – HazMat First Responder - Refresher

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

9 hours lecture (2 days) (R)

This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to

maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72B – HazMat First Responder - Decontamination

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

8.5 hours lecture

This course is designed for personnel previously trained to the Haz Mat First Responder Operations (FRO) level, to conduct responder decontamination as part of an organized response to incidents such as those involving hazardous materials (Haz Mat) releases or weapons of mass destruction. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 74 - Fire in the Interface (S-215)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)

2.0 units

Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) or FS 60 - Wildland Firefighter (CalFIRE Basic Training); or S-190 Certification

37 hours lecture (1 week)

This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)

0.5 unit

Prerequisite: FS-61 Basic Firefighter Training (Basic 32) or FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***

8 hours lecture

This course is designed to be interactive

in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

9 hours lecture (1 week)

This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)

1.0 unit

Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).

17 hours lecture (1 week)

This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 80 - Fire Fighter Survival

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching

personnel to be resourceful when facing dangerous entrapment situations. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 81 – Wildland Fire Fighter Safety and Survival

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy.

FS 84 - Lessons Learned (Fatality Fire Case Studies)

1.0 unit

Prerequisite: FS 61 Basic Firefighter (Basic 32) or equivalent

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hour lab (4 weeks)

The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS

1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.

8 hours lecture 10 hours lab

Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern

compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference. There will be a \$5.00 student materials fee for flash drive containing student text.

FS 89 – Wildland Fire Chainsaws (S-212)

1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivalent

24 hours lecture/4 hours lab (1 week)

This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hours lab (1 week)

This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation

1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture

I-suite is a data entry system used on wildland fire incidents. This course will teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

**FS 92A Company Officer 2D:
Human Resource Management
for Company Officers**

2.1 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92B Company Officer 2D:
General Administrative Functions
for Company Officers**

1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

Units

20 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training

CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92C Company Officer 2C: Fire
Inspections and Investigation for
Company Officers**

2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92D Company Officer 2D: All
Risk Command Operations**

2.0 units

Prerequisites: Meet the educational requirements of Fire Fighter II

40 hours lecture

This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92E Company Officer 2E:
Wildland Incident Operations for
Company Officers**

2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental \$81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I

18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent

160 hours lecture/480 hours lab

This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to

Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team/Task Force Leader. All Hazards (AH-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander or equivalent

25.5 hours lecture

This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes.

Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 98.18 – Annual Fire Refresher Training (RT-130)
0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of \$2.00 to cover the costs of handouts and

a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of \$2.00 to cover the costs of handouts and a pocket guide. Also required is a \$20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This course is designed to provide an introduction of skills and methods used for structural firefighting. Students will be required to work as a team to accomplish assigned tasks and be introduced to concepts and cultures that are common to the fire service. This course is ideally suited for an entry level volunteer firefighter, wildland firefighters or anyone that would like to be familiar with basic structural firefighting skills. Curriculum is designed to incorporate IFSAC/Pro Board Firefighter 1 requirements. An additional \$10.00 materials fee will be added to the admission fee to cover consumable materials used during the course such as plywood and propane.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units

CSU/UC

General Education Area B

CSU GE Area D5

IGETC Area 4E

C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOGRAPHICAL INFORMATION SYSTEMS

GIS 1 – Fundamentals of GIS

4 units

CSU/UC

Co-requisite: GIS 2 Data Concepts

This course covers theoretical and applied knowledge of Geographic Information Systems (GIS). Students will learn the basic history of GIS, as well as what it is, how it functions, and why it is used to benefit real-world, problem-solving applications. Geospatial data, and associated information, will be a core component of the course, including acquisition, development, maintenance, manipulation, analysis, and display of content. Spatial parameters (i.e., projections, coordinate systems, datum, and units of measure), geodatabase structures and use, basic cartographic skills, and simple overlay analysis and geoprocessing techniques are covered as well. This course is offered in traditional, online, and hybrid modalities.

GIS 2 – Data Concepts

3 units

CSU/UC

Co-requisite: GIS 1 Fundamentals of GIS

This course covers concepts and techniques associated with geospatial data, including detailed examination of the design and implementation of geodatabases for Geographic Information Systems (GIS). Relational database management systems (RDBMS), and their functionality in relation to GIS, are a key concept in the course. Other concepts such as data integration, organization, and quality assurance; attribute information classification; feature digitization and editing; and geocoding will be covered as well. This course has been approved for online and hybrid delivery.

GIS 3 - Cartography and Geovisualization

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers advanced concepts associated with cartography and geovisualization, as they relate to Geographic Information Systems (GIS). Cartographic principles will be covered in-depth, including enhanced map layout design and corresponding map element styling. Students will work with complex hardcopy and digital map outputs, including web-based visuals. Animations, 3D scenes, Story Maps, and other forms of geovisualization techniques are

examined as well. This course has been approved for online and hybrid delivery.

GIS 4 – Spatial Analysis

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers the advanced and specialized topic of spatial analysis, in relation to Geographic Information Systems (GIS). Spatial analysis examines the spatial relationships of features in geospatial data, such as patterns, trends, connections, etc. GIS-based spatial analysis techniques are covered extensively for both vector and raster data models. A heavy emphasis is placed on using spatial analysis operations to aid in geospatial problem-solving scenarios as well. Geospatial modelling is a key component of the course, also. This course has been approved for online and hybrid delivery.

GIS 5 - Web/Mobile Based GIS

3 units

CSU

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers concepts associated with web-based data and mapping applications, as well as mobile data collection methodology, as they relate to Geographic Information Systems (GIS). Latest trends in online GIS technology are examined, including Esri's ArcGIS Online interface and ancillary components. Web Maps, Story Maps, and Web AppBuilder for ArcGIS will be explored. On the mobile side, application technologies such as Collector for ArcGIS and Survey123 will be studied, also. Students will be exposed to a basic understanding of Global Positioning Systems (GPS), too. This course has been approved for online and hybrid delivery.

GEOLOGY

GEOL 1 - Physical Geology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 101

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab
Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and

future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformitarianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest. This course has been approved for online and hybrid delivery.

GEOL 5 - Historical Geology & Paleontology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 111

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record. This course has been approved for online and hybrid delivery.

GUNSMITHING

SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50.01 - Recoil Pad and Sling Swivel Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51.01 - Stock Inletting **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting **1.0 unit**

6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52B - Firearms Training **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1 **2.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting "V", square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2 **2.0 unit**

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3 **2.0 unit**

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4 **1.0 unit**

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5 **1.0 unit**

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6

1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Truing Exterior of Action

1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the custom modifications to trigger guards

and floor plates of bolt-action rifles.

Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding

1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)

This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60.01 - DFR Recoil Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ

from the Remington.

GSS 60.04 - DFR Pump Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers 1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction 1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes 1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace

1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting

1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel

guns.

GSS 67.01 - Blowback Principle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of modern auto

sporting rifles excepting "assault" rifles.

GSS 69.02 - DFR Pump Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

1.0 Unit

This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22's, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in

design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab

(1 week) (R)

A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge

Reloading

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-priming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the making of irregular shaped wire springs

from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)

This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22

Autopistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit

An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional

Armorer's School

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 82 - General Gunsmithing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab

A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols

1.0 unit

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab (1 week)

A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/88 hours lab (2 weeks)

A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of \$19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of \$19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of \$19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making

1.0 unit

6 hours lecture/34 hours lab (1 week)

This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with

different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles 1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911 1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized.

GSS 98.09 Color Case Hardening 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of \$19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out

and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of \$19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths 1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of \$19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects 1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been

approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths 2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking 1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knives and accessories.

GSS 114 - Basic Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths 1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts,

polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving **1.0 unit**

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of \$19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths **1.0 unit**

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving **2.0 units**

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly

and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO₂ Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO₂ air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw **1.0 unit**

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing **1.0 unit**

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of \$19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V

specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core 7.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

125 Hours lecture

This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clinical medical assisting certificate program. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. Uniform and lab fee of \$200 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 71 - Medical Assisting Administrative 6.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

85 hours lecture/76.5 hours lab

This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrolment. This course has been approved for hybrid and online delivery.

HO 72 - Medical Assisting Clinical 7.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

93.5 hours lecture/102 hours lab

This course is designed to provide entry

This course is designed to provide entry level information and skill training

required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty.

Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. This course has been approved for hybrid and online delivery

HO 80A -Geriatric (Long-Term Care) Nurse Assistant

6.0 units

Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology

72 hours lecture/112 hours lab

This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized.

Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Students must complete all course hours and must

achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Nursing Assistant certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 88 – Phlebotomy Technician 3.5 units

Prerequisites: HO 3 Medical Terminology

Before beginning clinical rotation the student must:

- Show proof of vaccinations: HEP B series, MMR and varicella.
- Proof of negative tuberculosis test.
- Drug testing. This will be scheduled for you.
- High school diploma or GED.
- Background check

42.5 hours lecture/51 hours lab

This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10 successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Phlebotomy Technician certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)

0.5 units

8.5 hours lecture (1 Week)

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC 3B & 4F

C-ID HIST 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been

approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S.

History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction

51 hours lecture

Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing

and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

HUS 42 - Field Experience in Human Services

3.0 unit

CSU

Prerequisite: HUS 10 Introduction to Social Work and Human Services

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours field

experience

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. This course has been approved for hybrid delivery.

HUS 49 - Human Services Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the

workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 170

Recommended Preparation: English 1 or equivalent multiple measures placement

51 hours lecture

Survey of the development of western culture and civilization to the Reformation. This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 180

Recommended Preparation: English 1 or equivalent multiple measures placement.

51 hours lecture

The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety

1.0 unit

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture

This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2

2.0 units

102 hours lab

This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDISCIPLINARY STUDIES

IDS 1 Introduction to Sign Language

4.0 units

CSU only

Recommended Preparation: English 105 or equivalent multiple measures placement.

An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediateto Sign Language

4.1 units

CSU only

Prerequisite: IDS 1 with a C or better or equivanant

This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 211

Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.

85 hours lecture

A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 221

Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.

85 hours lecture

Continuation of Math 1A. A second course in differential and integral calculus of a single variable: intergration,

techniques of integration; infinite sequences and series, polar and paramtrice equations: applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhancedan online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry

3.0 units

CSU

General Education Area D2

CSU GE Area B4

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 167 Trigonometry Lab

51 hours lecture

A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra

3.0 units

General Education Area D2

CSU/UC

CSU GE Area B4

IGETC Area 2A

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 168 College Algebra Lab

51 hours lecture

This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students. This course has been approved for online and hybrid delivery.

MATH 11A Concepts of Elementary School Mathematics I

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in

mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B Concepts of Elementary School Mathematics II

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course covering the study of the real numbers, measurement, logic and mathematical reasoning, introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 40 - Elementary Statistics

3.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 110

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 164 Elementary Statistics Lab

51 hours lecture

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra

4.0 units

General Education Area D2

51 hours lecture/51 hours lab

This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required. This course has been approved for online and correspondence delivery.

MUSIC

MUS 6 - Music History from Antiquity to 1750

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID MUS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances.

This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology

4.0 units

Corequisite: VN 51; VN 52

68 hours lecture

Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 51 - Nursing Fundamentals

4.0 units

Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.

Corequisites: VN 50; VN 52

68 hours lecture

Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing

concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. Uniform and lab fee of \$300 will be collected at registration. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 52 - Clinical Lab I

7.0 units

Corequisite: VN 50; VN 51

357 hours lab

Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 53 - Adult Nursing Theory

7.0 units

Prerequisite: VN 50; VN51; VN 52

Corequisite: VN 54

119 hours lecture

Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 54 - Clinical Lab II

6.0 units

Prerequisite: VN 50; VN 51, VN 52

Corequisite: VN 53

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 55 – Nursing Leadership and Professional Development

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54; VN 55

Corequisite: VN 56; VN 57; VN 58;

VN 60

34 hours lecture

Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 56 - Clinical Lab III

6.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 57; VN 58;

VN 60

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total

clinical hours are

306. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 57 - Maternity Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 58;

VN 60

34 hours lecture

Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 58 - Pediatric Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 57;

VN 60

36 hours lecture

Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing

students must be displayed on camera throughout entire course.

VN 59 – Intravenous Therapy and Blood Withdrawal

2.0 units

Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California
31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course..

VN 60 –NCLEXVN Review

2.0 units

Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58
30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If

course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course

PHILOSOPHY

PHIL 1 - Introduction to Philosophy

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World Religions

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology

3.0 units

CSU/UC

CSU Area E2

General Education Area E2

C-ID KIN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture

This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)
Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery.

PEAC 5A.02 - Men's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

60 hours lab (R)
Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 5B – Pre-Season Skills and Conditioning for Basketball

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C - Women's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)
General Education Area E2

110 hours lab (R)
Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C.02 - Women's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

60 hours lab (R)
Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition

and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

51 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year This course has been approved for hybrid delivery

PEAC 6 - Varsity Wrestling

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

170 hours lab (R)
Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling

0.5 units

CSU/UC (Unit limitation)
General Education Area E2

25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)
Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 7D – Off-Season Skills and Conditioning for Baseball

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 9 - Women's Varsity Volleyball

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

170 hours lab (R)
Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball

0.5 units

CSU/UC (Unit limitation)
General Education Area E2

25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Off-season skill development and strategy

tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online, hybrid and correspondence delivery.

PEAC 32D - Fitness Center

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times. This course has been approved for hybrid delivery for emergency use only.

PEAC 44 – Yoga

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B1

IGETC Area 5A

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College

Physics I

4.0 units

CSU/UC

General Education Area: A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID PHYS 105

Prerequisite: Math 7 OR MATH 60

Intermediate Algebra or equivalent

multiple measures placement and

concurrent enrollment in Math 7

Trigonometry

Recommended Preparation: ENG 105

or equivalent multiple measures

placement

51 hours lecture/51 hours lab

This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1, B3

IGETC Area 5A, 5C

C-ID PHYS 110

Prerequisite: PHYS 2A General Physics I

51 hours lecture/51 hours lab

This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions

3.0 units

CSU/UC

General Education Area B

CSU GE Areas D8

IGETC Area 4H

C-ID POLS 110

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, and correspondence delivery.

PLSC 11 - Student Leadership

1.0 unit

CSU

51 hours lab

Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Areas D9 & E

IGETC Area 4I

C-ID PSY 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 200

Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.

51 hours lecture

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for online, hybrid and correspondence delivery.

PSY 6 – Abnormal Psychology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 120

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course introduces the scientific study of psychopathology and atypical

behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development

3.0 units CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4 G & 4I

C-ID PSY 180

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence

3.0 units

CSU/UC

Associate Degree Area E1

CSU GE Area D7 & E

IGETC Area 4G & 4I

C-ID CDEV 100

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment

3.0 units

CSU

General Education Area E1

CSU GE Area E

C-ID PSY 115

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybrid and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 115

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Area D & E

C-ID SOCI 130

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender

3.0 units

CSU/UC

General Education Area B

CSU GE Area D4

IGETC Area 4D

C-ID SOCI 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 6A

C-ID SPAN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

58 hours lecture/34 hours lab

This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B & 6A

Prerequisite: SPAN 1 First Course in Spanish

58 hours lecture/34 hours lab

A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation,

understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking

3.0 units

CSU/UC

General Education Area D2

CSU GE Area A1

IGETC Area 1C

C-ID COMM 110

Prerequisite: ENGL 1 College

Composition

51 hours lecture

Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook. The course has also been approved for incarcerated correspondence delivery with speeches recorded in front of a live audience.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring

0.5 unit

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

8 hour lecture

This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I

3.0 units

CSU

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III

3.0 units

CSU

Recommended Preparation ENGL105

or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS)

qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals

3.0 units

CSU

34 hour lecture/151 hours lab

This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths

3.0 units

CSU

17 hour lecture/102 hours lab

This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths

3.0 units

CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab

This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas metal arc

welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effective. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on

ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding **3.0 units**

CSU

153 hours lab (R)

This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)

2.0 unit

Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)

102 hours lab (R)

Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders

2.0 units

34 hours lecture

This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming

3.0 units

17 hours lecture

102 hours lab

This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)

3.0 units

Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38

17 hours lecture

102 hours lab

This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience

1.0-8.0 units/ CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and

enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing **0.0 unit**

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I **0.0 units**

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. This course provides review and practice in these areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student has demonstrated readiness for taking the high school equivalency tests in all five core curricular areas. This course has been approved for open entry/open exit. This course has been approved for online delivery.

BS 171 Basic Skills: Pre High School Equivalency Preparation II **0.0 units**

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills **0.0 unit**

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies **0.0 unit**

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults **0.0 unit**

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COMPUTER SCIENCE

CS 150-Technical Support Fundamentals **0.0 units**

30 hours lecture
This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of

topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

CS 151-The Bits and Bytes of Computer Networking

0.0 units
30 hours lecture

This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the **fundamentals of modern networking technologies and protocols** to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

CS 152 Operating Systems and You: Becoming a Power User

0.0 units
30 hours lecture

This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

CS 153-System Administration and IT Infrastructure Services

0.0 units
30 hours lecture

This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage

cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

CS 154-IT Security: Defense against the digital dark arts

0.0 units
30 hours lecture

This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series

0.0 unit

48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success. This course has been approved for online and hybrid delivery.

CG 155 - Study Strategies Lab

0.0 unit

90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom.

The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments. This course has been approved for online and hybrid delivery.

CG 158 - New Student Orientation

0.0 unit

15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures, counseling and registration. This course has been approved for online delivery.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I

0.0 unit

68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited

0.0 unit

24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A \$40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts

0.0 unit

68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects

using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at \$1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of \$4.50 per student for the 17 week semester. An additional fee of \$30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills

0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills

0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.

34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills

0.0 unit

68 hours lab (R)

This lab course is designed to provide

students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments. This course has been approved for online, hybrid and correspondence delivery.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation

0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)

This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations

0.0 unit

16 hours lab (1 week) (R)

This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 164 – Elementary Statistics Lab

0.0 units

Co-requisite: MATH 40 Elementary Statistics.

51 hours Lab

The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab

0.0 units

Co-requisite: MATH 7 Trigonometry.

51 hours Lab

This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

MATH 168 – College Algebra Lab

0.0 units

Co-requisite: MATH 8 Advanced Algebra.

51 hours Lab

This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

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Index

A

Academic Calendar.....	inside cover
Academic Freedom.....	14
Academic Policies.....	14
Academic Renewal Regulations.....	16
Academic Resource Center (ARC).....	22
Academic Progress, Probation & Dismissal.....	18
Access to Educational Records.....	22
Accreditation.....	5
Adding Classes.....	13
Administration of Justice Course Descriptions.....	89
Administration of Justice Program	
Degrees & Certificates.....	40
Administration Personnel.....	146
Admissions and Records.....	22
Admissions, Special Admit Students.....	8
Advanced Placement Examination credit for	
General Education Credit.....	17
Agriculture Program Degrees & Certificates.....	42
Agriculture Course Descriptions.....	91
Allied Health Program Degree.....	46
Alternate Time Petition.....	13
Anthropology Course Descriptions.....	94
Applying for Financial Aid.....	9
Art Course Descriptions.....	94
Art Program Degree & Certificate.....	47
Articulation Agreement.....	25
Associate Degree Requirements.....	37
Associated Student Body.....	18
Athletics.....	19
Attendance.....	12
Audit Policy.....	13
Auditing Refund.....	11
Automotive Technology, Course Descriptions Credit.....	97
Automotive Technology, Course Descriptions Non-Credit....	139
Automotive Technology Program	
Degree & Certificates.....	49
Aviation Course Description.....	99

B

BaseCamp.....	23
Basic Skills Course Description.....	139
Basic Skills, Unit Limitation.....	14
Behavioral Health.....	26
Biology Program Degree.....	52
Biology Course Descriptions.....	99
Board of Trustees.....	142
Bookstore.....	25
Business Program, Course Descriptions.....	100
Business Programs Degrees & Certificates.....	54

C

California Residents.....	9
---------------------------	---

California State University Transfer Curriculum (CSU).....	64
CalWORKs.....	23
Campus housing.....	26
Cancellation of Courses.....	13
Cooperative Agency Recourses for Education (CARE).....	24
Career Preparation.....	57
Careers Course Description (non-Credit).....	139
Career Pathways.....	33
Career Technical Education CTE/Transitions.....	26
Catalog Rights.....	5
Certificate of Accomplishment.....	30
Certificate of Achievement.....	30
Change of Records.....	14
Chemistry Course Descriptions.....	102
Child Development Course Descriptions.....	103
Child Development Program	
Degrees & Certificates.....	58
Choice of Catalog.....	5
Classification of Students.....	15
Classified Personnel.....	145
Class Schedule.....	5
College Level Examination Program (CLEP) Credit	
For General Education Credit.....	17
College Services.....	22
College Guiding Principles.....	4
College Terms.....	30
Computer Application Course Descriptions.....	105
Computer Office Technology Course Descriptions.....	106
Computer Science Course Descriptions.....	106
Conduct, Student.....	20
Confidential and Supervisory Personnel.....	144
Consumer Information.....	3
Co-requisites.....	16
Co-requisite Challenge.....	16
Cougar Café'.....	25
Counseling.....	10
Counseling & Guidance Course Descriptions (Credit).....	106
Counseling & Guidance Non-credit.....	140
Course Conflict/overlapping Courses.....	13
Course Descriptions.....	88
Course Enrollment Policies.....	13
Course Identification Numbering System (C-ID).....	37
Course Repetition.....	13
Credit by Examination.....	17

D

Definition of College Terms.....	30
Degree & Certificates.....	32
Developmental Studies Course Descriptions (Credit).....	106
Developmental Studies Course Descriptions (Non-credit)....	140
Disabled Student Programs and Services (DSPS).....	23
Disclaimer.....	3

Disclosure.....	20
Dismissal.....	18
Distance Education.....	88
Dropping Classes.....	13
Drug Free Campus.....	21

E

Economics, Course Descriptions.....	107
Economics Program Degree.....	55
Educational, Course Descriptions.....	107
EMT/EMR Course Descriptions.....	108
English Course Descriptions (Credit).....	108
English Degree.....	60
English Course Descriptions (Non-credit).....	141
English as a Second Language.....	141
Enrollment Process.....	7
Admissions.....	8
Financial Aid.....	9
Orientation.....	10
Counseling.....	10
Registration.....	10
After Enrollment.....	12
Estimated Cost of Attendance (COA).....	27
Ethnic Studies, Course Descriptions.....	109
Expression.....	20
Extended Opportunity Program and Services (EOP&S and CARE).....	23

F

Faculty.....	142
Faculty, Adjunct.....	147
Faculty Emeritus.....	148
Family Education Rights and Privacy Act.....	22
Fees.....	11
Film Course Description.....	109
Final Examinations.....	15
Financial Aid and Scholarships.....	27
Fire Technology, Course Descriptions.....	110
Fire Technology Program Degree & Certificate.....	61
Fire Technology Non-credit.....	141
Food Service (Cougar Café).....	25
Foreign Students.....	8
Foster Youth Services.....	24

G

GED Preparation.....	57
General Education Requirements Non-Transfer.....	39
General Education Transfer Curriculum (CSU/IGETC).....	64
General Information.....	5
Geographic Information Systems.....	66
Geographic Information Systems Course Descriptions.....	117
Geography, Course Descriptions.....	116
Geology Course Descriptions.....	117
GPA (Grade Point Average).....	16
Grade Changes.....	21
Grade Disputes.....	21
Grade Reports.....	15

Grading.....	15
Graduation.....	36
Grants.....	29
Gunsmithing Course Descriptions.....	117
Gunsmithing Program, Enrollment.....	8
Gunsmithing Program Degrees & Certificates.....	67

H

Health, Course Descriptions.....	126
Health Fee.....	11
Health Occupations Certificates.....	71
Health Occupations Course Descriptions.....	126
High School Equivalency Preparation.....	57
High Tech Center.....	23
History Course Descriptions.....	132
History Degree.....	127
Honors.....	17
Housing.....	26
How to use the Catalog.....	5
Human Services, Course Descriptions.....	128
Humanities, Course Descriptions.....	128
Humanities Program Degree.....	74

I

Incomplete Grades.....	15
Industrial Technology Course Descriptions.....	129
Information, General.....	5
In Progress Grade.....	15
Instructional & Other Materials Fees.....	11
International Baccalaureate (IB) Credit for General Education Credit.....	17
International Students.....	8
Intersegmental General Education Transfer Curriculum (IGETC).....	65

K

Kinship Care.....	24
Kinesiology.....	79

L

Lassen Community College History.....	5
Lassen Community College Strategic Plan.....	2
Learning/Tutoring Center (now ARC).....	22
Library (now ARC).....	22

M

Mathematics Course Descriptions.....	129
Mathematics Non-credit.....	141
Medical Assisting.....	71
Message from the President.....	1
Military, Schools and Services.....	26
Mission Statement.....	4
Money Matters.....	10
Music Course Descriptions.....	135

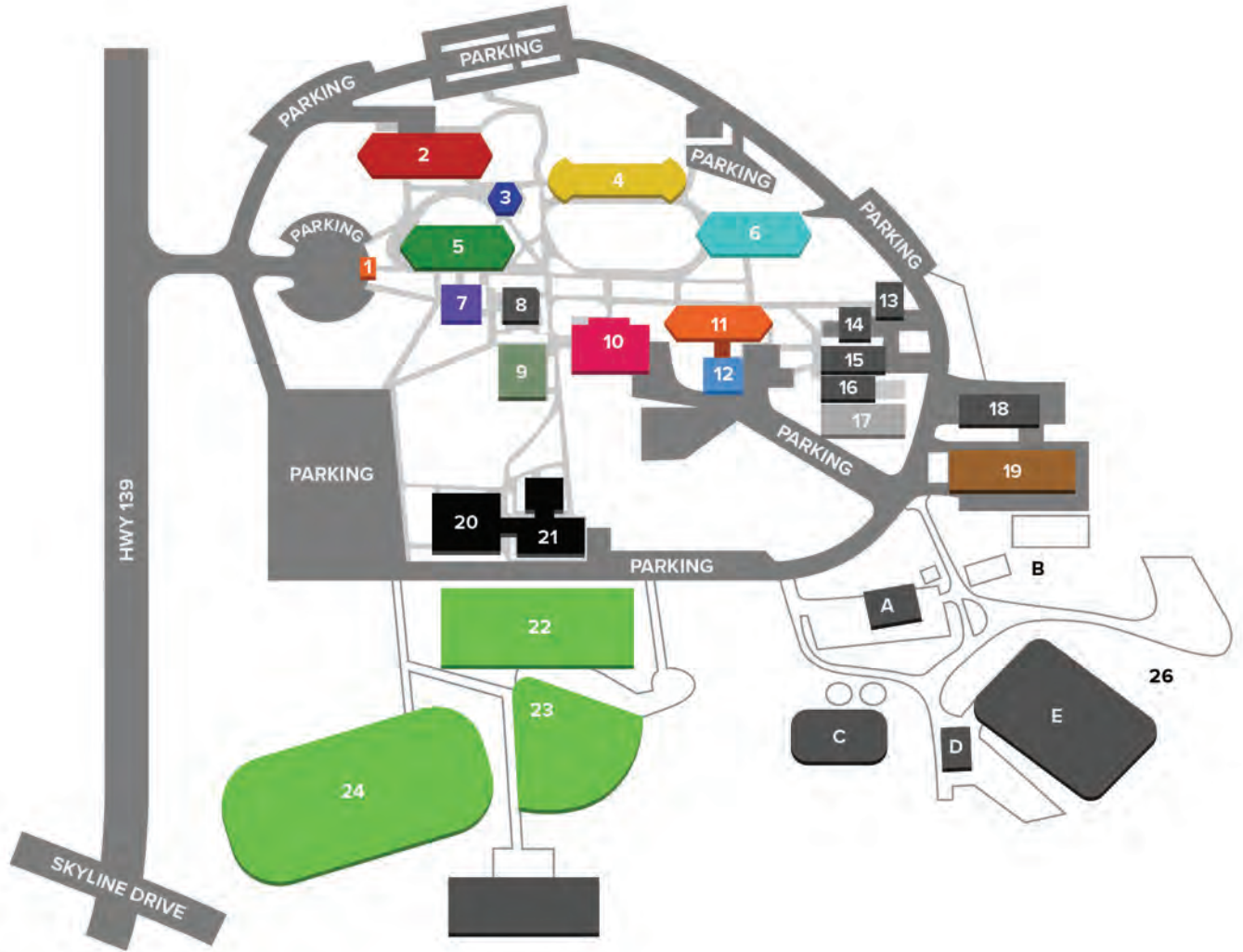
N

Natural Sciences Program Degrees.....	79
New Student Orientation.....	27
Non-Discrimination Policy.....	3
Non-Resident Fee Exemption.....	10

Non-Resident Tuition.....	10	Speech Course Descriptions	136
Non-Traditional Ways to Earn Credit.....	17	Student Activity Fee	12
Non-Traditional Learning.....	17	Student Discipline.....	20
Non Credit Course Descriptions.....	139	Student/Faculty Grade Disputes.....	16
Non Credit Certificate of Competency.....	38	Student Financial Aid Programs.....	27
Non Credit Certificate of Completion.....	38	Student Government (ASB).....	18
Nursing Degrees and Certificate.....	76	Student Grades, Records and Academic Policies	15
Nursing Course Descriptions.....	130	Student Learning Outcomes	
Nutrition and Dietetics Degree.....	78	Institutional	2
O			
Organizations.....	18	General Education for Associate Degree	39
Out of State Tuition.....	11	Program SLO's Within the Degrees and Certificates.....	38
P			
Pass/No Pass	16	Student Life and Activities.....	19
Philosophy and Criteria for Associate Degree and		Student Loans	29
General Education	4	Student Rights, Freedoms and Responsibilities.....	19
Philosophy Course Descriptions	132	Student Rules of Conduct	20
Physical Education Program Degrees	79	Student Success and Support Programs.....	6
Physical Education Course Descriptions.....	132	Student Union/Cougar Café'	25
Physical Education Activities Courses Descriptions.....	132	T	
Physical Science Course Description	132	Table of Contents.....	3
Physics, Course Description	134	Transcripts	11
Political Science Course Descriptions	134	Transfer Center	23
Prerequisites.....	16	Transfer Requirements	36
Prerequisite Challenge	16	Tutorial Service, ARC.....	22
Probation and Dismissal.....	18	Tutoring, Course Descriptions	136
Programs, Degrees and Certificates	32	U	
Psychology Course Descriptions.....	135	Unit of Work.....	18
Psychology Degree.....	82	Unit Limitations.....	18
Q			
Quick Guide to LCC		University Studies Transferable Degrees Emphasis in:	
Enrollment.....	7	Agriculture Sciences	42
R			
Recommended Preparation.....	16	Allied Health	46
Refunds.....	12	Humanities	74
Register.....	10	Natural Sciences.....	75
Reinstatement.....	18	Physical Education	79
Repetition of Courses	13	Social Sciences	83
Report Delayed.....	16	V	
Residency Information.....	9	Vaccinations/Immunizations.....	22
S			
Sexual Harassment Policy.....	22	Veteran's Services.....	27
Scholarships.....	29	Vision.....	4
Social Science Program Degrees	83	Vocational Nursing Course Descriptions.....	130
Sociology Course Descriptions.....	135	Vocational Nursing Program, Enrollment.....	8
Sociology Degree.....	85	W	
Smoking.....	21	Waiver or Substitution of Courses.....	14
Spanish Course Descriptions	136	Welding Technology Program	
Special Admit K-12 Students.....	8	Degree & Certificates.....	86
		Welding Technology Course Descriptions.....	136
		Withdrawal from College16	
		Work Experience Course Descriptions.....	138



Lassen Community College | Main Campus



- 1. Bus Stop
- 2. Creative Arts (CA)
- 3. Boardroom
- 4. Residence Hall
- 5. Humanities (HU)
- 6. Math/Science (MS)
- 7. Academic Services/ Administration
- 8. Student Quad
- 9. Business Office
- 10. Cougar Café
- 11. Admissions/ Student Services/ Voc Tech (VT)
- 12. Gunsmithing
- 13. Correspondence Office
- 14. Storage
- 15. "M" Building
- 16. Storage
- 17. Child Development Center (CDC)
- 18. Shipping & Receiving/ Maintenance
- 19. Trades (TR)
- 20. Sports Complex
- 21. Athletic Offices
- 22. Practice Soccer Field
- 23. Softball Field
- 24. Soccer Field/ Track
- 25. Storage/ Co Gen
- 26. Agriculture / Equine Complex



An Accredited Institution (ACCJC)

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530.257.6181 ❖ PO Box 3000 ❖ 478-200 Hwy 139 ❖ Susanville, CA 96130



Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Articulation
Code	AP 4050
Status	Active
Adopted	April 8, 2013
Last Revised	March 12, 2019
Last Reviewed	April 8, 2019

Lassen Community College District Procedure

CCLC No. 4050

Academic Affairs

AP 4050 Articulation

References:

Title 5 Section 51022(b);
ACCJC Accreditation Standard II.A.6.a

It is the purpose of Lassen College to support student success by creating, establishing, and maintaining articulation agreements with universities to reduce barriers for students when transferring to another institution. The goals specific to articulation are to reduce the loss of credit or repetition of coursework from one institution to another, complete the educational goal in a timely fashion, and assure that students have the proper instruction and preparation to be successful at the next institution.

The different types of articulation to be conducted:

1. Articulation with local high schools
 - a. College faculty and administrators will meet regularly with appropriate discipline instructors to discuss course content, promote, and create 2+2 agreements.
2. Articulation with institutions that hold baccalaureate programs

- a. Articulate general education, “course to course,” and major prep agreements to the UC, CSU, out of state institutions and accredited Independent Colleges and Universities.
- b. Participate in the C-ID (Course Identification Numbering System) project.
- c. Develop Transfer Model Curriculum (AA-T/AS-T)

Responsibility of the Articulation Officer:

1. Act as liaison between administration and faculty when working with institutions of higher education and/or high schools
2. Providing curriculum updates
3. Submit an annual Articulation Report to the Chancellor’s Office
4. Advocate for faculty and programs that will benefit students
5. Serve on the Curriculum Committee and serve as a resource to the curriculum development process
6. Manage and update articulation
7. Disseminate information to appropriate departments, staff, students, and campus

The formal agreements will be made available for staff and students. In the State of California, the agreements between Lassen College and the higher public education systems (UC and CSU) are published in a statewide articulation website.

Office of Primary Responsibility: Academic Services

Senate Approved: 3/18/13

Consultation Council Approved: 4/8/13

Revised and approved by Academic Senate 03/24/2015

Consultation Council approved 6/7/2016

Revised and Approved by Academic Senate 03/12/2019

Approved by Consultation Council 04/08/2019



The official course transfer and articulation system for
California's public colleges and universities

ASSIST is here to help

i ASSIST is best used in combination with seeing a counselor on your campus. It is intended to help students and counselors work together to establish an appropriate path toward transferring from a public California community college to a public California university.

Important Notes from ASSIST ^

Learn how to navigate the ASSIST website.

[ASSIST Website Overview](#) ↗

Waiting for Explore Majors?

Click the link below to access an alternative search tool.

<https://www.transferbound.com/> ↗

Learn more about ASSIST.

View the [ASSIST flyer](#) ↗ or visit the [ASSIST Resource Center](#) ↗

Frequently Asked Questions ↗

Search below for articulation agreements ?

Major, department, and campus-specific general education agreements

Academic Year ?

2021-2022 ▼

Institution ?

Lassen Community College ▼

CCC, CSU, or UC

Agreements with Other Institutions ?

Select an Institution ▼

[View Agreements](#)

Search below for transferable courses ?

Courses approved for transfer and general education

Academic Year ?

2021-2022 ▼

Community College ?

Select a Community College ▼

- CSU Transferable Courses
- CSU GE-Breadth Certification Courses
- CSU US History, Constitution, and American Ideals Courses (CSU AI)
- IGETC for UC and CSU
- UC Transferable Courses

UC Transfer Admission Eligibility Courses

[View Transferability Lists](#)



[Home \(/\)](#) > [Office of the Registrar \(/registrar\)](#) > [Transfer Credit](#)

Transfer Credit

Your transfer evaluation has gone GREEN! Access your transfer evaluation 24/7 on your Web for Student under the Student Records menu.

Oregon Tech provides a complete transfer evaluation upon admission, prior to the planned term of enrollment. The evaluation delineates the transfer credit on a course-by-course basis and specifies direct course equivalencies, courses which may be used towards general-education requirements, elective credits and courses which do not receive credit.

Oregon Tech accepts all successfully passed transfer credit, with no credit hour limitations, from all regionally accredited institutions, not including remedial courses.

At the time of admission, Oregon Tech's transfer evaluation may include elective credits that do not apply towards a specific degree. These credits will be recorded as transfer credit for registration purposes, allowing the student an earlier registration appointment based on total earned credit hours.

Some transfer work, which may not be directly equivalent to Oregon Tech courses, may be appropriately substituted to meet Oregon Tech requirements. Students may seek course substitution approval by completing the Course Substitution form (located in [TECHweb \(https://techweb.oit.edu/students/registrar/common-forms-and-applications\)](https://techweb.oit.edu/students/registrar/common-forms-and-applications)) and obtaining the signature of the advisor, department chair and Registrar.

AAOT

Oregon Tech makes every effort to give maximum consideration to the transfer work presented by enrolling students.

Transfer students entering Oregon Tech who have earned either an Associate of Arts Oregon Transfer degree (AAOT) or an Associate of Science in Business degree (ASOTB) from an Oregon community college will be considered as having met Oregon Tech's lower-division general education requirements.

Students will receive the following credit for courses, unless already taken:

- SPE 111 Fundamentals of Speech
- WRI 121 English Composition
- WRI 122 English Composition
- MATH 111 College Algebra
- 9 credits of humanities
- 12 credits of social sciences

Please check with the academic department for your degree program for specific requirements that must be met.

Oregon Transfer Module (OTM)

The Oregon Transfer Module (OTM) provides a one-year curriculum for students who plan to transfer to a State of Oregon community college or university.

Foundational Skills

Writing and Oral Communication

Writing

Two courses of college level composition

Oral Communication

One course of Public Speaking or Communication

Mathematics

One course of college level Math

Introduction to Disciplines

Arts and Letters/Humanities

3 courses of Arts and letters/Humanities

Oregon Tech only allows 3 credits of performance or studio-based courses in this category.

Science/Math/Computer Science

3 courses, including at least one biological or physical science with a laboratory

Social Science

3 courses of Social Science

Inside

- Accreditation (</academics/accreditation>)
- Advanced Placement (</registrar/transfer-credit/advanced-placement>)
- Articulation Agreements (</academics/educational-partnerships/articulations>)
- College Level Examination Program (CLEP) (</registrar/transfer-credit/clep>)
- Core Transfer Map/Major Transfer Maps (<https://www.oregon.gov/highered/policy-collaboration/Pages/transfer-2998-implementation-resources.aspx>)
- International Baccalaureate (</registrar/transfer-credit/international-baccalaureate>)
- Reverse Transfer (</registrar/transfer-credit/reverse-transfer>)
- Transfer Equivalencies (https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_Dispequivalencies)

[Transfer Credit Evaluation Process \(/sites/default/files/2021/documents/Transfer%20Credit%20Evaluation%20Process.pdf\)](/sites/default/files/2021/documents/Transfer%20Credit%20Evaluation%20Process.pdf)

Registrar's Office

- ☎ 541.885.1300 (tel:5418851300)
- ✉ [Send Email \(mailto:registrar@oit.edu\)](mailto:registrar@oit.edu)




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 800.422.2017 (tel:800-422-2017) |

<https://www.youtube.com/user/OregonInstituteTechnology> | 541.885.1000 (tel:541-885-1000)



 oit@oit.edu (mailto:oit@oit.edu)

[\(https://www.linkedin.com/school/oregon-institute-of-technology/\)](https://www.linkedin.com/school/oregon-institute-of-technology/)

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UNIVERSITY OF NEVADA RENO

Select a school to see a list of the courses previously evaluated for transfer to Nevada. The results returned will NOT include all of the courses offered at the transfer institution. If you have recently (within the last three years) completed a course that is not included on the course equivalency list, you may email a request for review including a course description and a syllabus. Your request will be routed to a faculty member, and this site will be updated as faculty responses are received. The University of Nevada, Reno awards at least general elective credit for college-level coursework completed at regionally accredited institutions of higher education in the United States.

Click the VIEW icon in the far left column in the course listing, to view detailed information about course and Core Curriculum equivalencies.

Click the MY LIST icon in the far right column in the course listing to add courses to a list in a new window. You may print the contents of the list or email it to yourself to save your research. For all courses that transfer, the number of credits accepted will be equivalent to the SEMESTER credits earned at the transfer institution.

Veterans of the United States Armed Forces: Select either American Council on Education or Community College of the Air Force from the institution list to see previously evaluated military credit.

TRANSFER EQUIVALENCIES ARE SUBJECT TO CHANGE.

TRANSFER RESOURCES

- Transfer Policy: <http://www.unr.edu/transfer/>
- Transfer Appeals: <https://catalog.unr.edu/content.php?catoid=35&navoid=34077>
- Transfer Section: <http://www.unr.edu/transfer/admission-requirements/transfer-agreements>

INSTITUTION SEARCH:

A-Z INDEX:

-

PAGE 1 OF 46

-

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CITY

STATE

▶ ABILENE CHRISTIAN UNIVERSITY	ABILENE	TX	
▶ ABRAHAM BALDWIN AGRICULTURAL COLLEGE	TIFTON	GA	
▶ ACADEMY OF ART UNIVERSITY	SAN FRANCISCO	CA	
▶ ADAMS STATE UNIVERSITY	ALAMOSA	CO	
▶ ADELPHI UNIVERSITY	GARDEN CITY	NY	
▶ ADIRONDACK COMMUNITY COLLEGE	QUEENSBURY	NY	
▶ AGNES SCOTT COLLEGE	DECATUR	GA	
▶ AI MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN	MIAMI	FL	
▶ AIMS COMMUNITY COLLEGE	GREELEY	CO	
▶ AKRON INSTITUTE OF HERZING UNIVERSITY	AKRON	OH	
▶ ALABAMA STATE UNIVERSITY	MONTGOMERY	AL	
▶ ALAMANCE COMMUNITY COLLEGE	GRAHAM	NC	
▶ ALASKA PACIFIC UNIVERSITY	ANCHORAGE	AK	
▶ ALBANY STATE UNIVERSITY	ALBANY	GA	
▶ ALCORN STATE UNIVERSITY	ALCORN STATE	MS	
▶ ALEXANDRIA TECHNICAL & COMMUNITY COLLEGE	ALEXANDRIA	MN	
▶ ALFRED UNIVERSITY	ALFRED	NY	
▶ ALLAN HANCOCK COLLEGE	SANTA MARIA	CA	
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▶ ALLIANT INTERNATIONAL UNIVERSITY-FRESNO	FRESNO	CA	
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▶ ALLIANT INTERNATIONAL UNIVERSITY-SACRAMENTO	SACRAMENTO	CA	
▶ ALLIANT INTERNATIONAL UNIVERSITY-SAN DIEGO	SAN DIEGO	CA	
▶ ALLIANT INTERNATIONAL UNIVERSITY-SAN FRANCISCO	SAN FRANCISCO	CA	
▶ ALPENA COMMUNITY COLLEGE	ALPENA	MI	
▶ AMERICAN COUNCIL ON EDUCATION	WASHINGTON	DC	
▶ AMERICAN INTERCONTINENTAL UNIVERSITY	CHANDLER	AZ	
▶ AMERICAN INTERCONTINENTAL UNIVERSITY	LOS ANGELES	CA	
▶ AMERICAN INTERCONTINENTAL UNIVERSITY	WESTON	FL	
▶ AMERICAN INTERCONTINENTAL UNIVERSITY	HOUSTON	TX	
▶ AMERICAN INTERCONTINENTAL UNIVERSITY - AIU LONDON	LONDON		
▶ AMERICAN INTERCONTINENTAL UNIVERSITY-ATLANTA	ATLANTA	GA	
▶ AMERICAN INTERNATIONAL COLLEGE	SPRINGFIELD	MA	
▶ AMERICAN JEWISH UNIVERSITY	LOS ANGELES	CA	
▶ AMERICAN PUBLIC UNIVERSITY SYSTEM	CHARLES TOWN	WV	
▶ AMERICAN RIVER COLLEGE	SACRAMENTO	CA	TRANSFER GUIDES
▶ AMERICAN SAMOA COMMUNITY COLLEGE	PAGO PAGO	AS	
▶ AMERICAN UNIVERSITY	WASHINGTON	DC	

▶ AMRIDGE UNIVERSITY	MONTGOMERY	AL
▶ ANDERSON UNIVERSITY	ANDERSON	SC
▶ ANDREWS UNIVERSITY	BERRIEN SPRINGS	MI
▶ ANGELINA COLLEGE	LUFKIN	TX
▶ ANGELO STATE UNIVERSITY	SAN ANGELO	TX
▶ ANNE ARUNDEL COMMUNITY COLLEGE	ARNOLD	MD
▶ ANOKA-RAMSEY COMMUNITY COLLEGE	COON RAPIDS	MN
▶ ANOKA-RAMSEY COMMUNITY COLLEGE-CAMBRIDGE CAMPUS	CAMBRIDGE	MN
▶ ANTELOPE VALLEY COLLEGE	LANCASTER	CA
▶ ANTHEM COLLEGE-PHOENIX	PHOENIX	AZ

1 2 3 4 5 6 7 8 9 10 ...

Question? Send us an email: 

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Current Status: *Active*



Policy [↗](#)

In accordance with the provisions of this executive order (EO 1036), presidents of the California State University campuses or their designees may apply toward admission eligibility a
This executive order supersedes Executive Orders 365 ("Systemwide Credit by Evaluation" for matriculated students) and 366 ("Evaluation of Nontraditional Credits and Grades in De

Article 1. Credit for Examinations [↗](#)

1. Campus-Originated Challenge Examinations

1. Students who pass campus-originated challenge examinations (as differentiated from placement examinations) shall earn credit toward the degree and/or toward the deterr
2. Campuses shall develop procedures governing the awarding of credit for these examinations. Campus policies should be consistent with the conditions set forth in this exec
3. Information about challenge examinations shall be included in the campus catalogs and web sites.

2. Standardized External Examinations and Systemwide Examinations

1. Campuses shall award baccalaureate credit to be applied toward the degree and/or admission eligibility to students who pass either of the following (or both):

- A. Standardized external examinations, such as Advanced Placement (AP) Tests, International Baccalaureate (IB), and College Level Entrance Program (CLEP); or
- B. Systemwide examinations that have been developed and approved by established CSU policy and procedures.

2. Conditions of Award of Credit for Standardized External Examinations and Systemwide Examinations

- 1. For standardized external examinations and systemwide examinations, the passing score and the minimum amount of credit awarded for the calculation of admission e
- 2. Credit for passage of standardized external examinations or systemwide examinations shall not be awarded if the student has taken that examination within the previ
- 3. Credit for passage of standardized external examinations or systemwide examinations shall not be awarded when equivalent degree credit has been granted for regula
- 4. Credit for passage of standardized external examinations or systemwide examinations shall not be awarded when credit has been granted at a level more advanced th
- 5. Care shall be taken not to award duplicate credit because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination

3. Application of Credits for Standardized External Examinations and Systemwide Examinations

- 1. For their students who enter as freshmen, campuses shall establish policies specifying whether the credits earned by passing standardized external examinations or sy
- 2. For their transfer students who enter with full or partial certification in GE Breadth, campuses shall honor certifications that apply credits earned by passing standardizer
- 3. Campuses may establish policies that allow the granting of additional credits upon matriculation.
- 4. Except for International Baccalaureate and Advanced Placement Tests, no more than 30 semester (45 quarter) total units of credit shall be applied to the calculation of
- 5. The name of the examination, student 's score, and credit earned shall be identified on the student's academic record.

4. Procedures for Evaluating Appropriateness of Examinations for Systemwide Credit

- 1. The Office of the Chancellor, in consultation with the Chancellor's General Education Advisory Committee, shall maintain a list of standardized external examinations ar
- 2. This list shall include passing scores, minimum credits toward admission eligibility, minimum credits toward the baccalaureate degree, and, for transfer students seeking
- 3. The Office of the Chancellor, in consultation with the Chancellor's General Education Advisory Committee, shall be responsible for publicizing and periodically updating

Article 2. Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

1. Designation of Authority

Each campus shall have the discretion to determine whether or not enrolled students may earn credit toward the baccalaureate for learning, knowledge, or skills acquired through

2. Conditions of Award of Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

Credit for documented learning, skills, and knowledge acquired through experience shall be subject to the following conditions:

- A. The student seeking credit for experiential learning shall be matriculated at the CSU campus granting credit.
- B. The assessment of experiential learning shall be made in the context of the institution' s mission and degree programs and shall be appropriate to the applicant's degree obj
- C. Credit for such experiential learning shall be awarded only when it is academically creditable and verifiable as higher education credit.
- D. Before credit for experiential learning becomes a part of the student ' s academic record, the student shall complete at the undergraduate credit granting campus a sufficient

3. Verification and Evaluation of Learning, Knowledge, or Skills Acquired through Experience

If campus policy permits award of such credit, the experience must be verified through written examinations, portfolios, personal interviews, demonstrations, and/or other appropr

4. Application of Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through Experience

Each campus shall have the discretion to determine the extent to which units earned for demonstrated learning, knowledge, or skills acquired through experience shall be applic

5. Documentation

- 1. The student's academic record shall include and accurately describe the evidence and evaluation of demonstrated learning, knowledge, or skills acquired through experienc
- 2. Credit earned for demonstrated learning, knowledge, or skills acquired through experience shall be clearly identified in the student's academic record.
- 3. The objectives, policies, procedures, and bases for the awarding of credit for demonstrated learning, knowledge, or skills acquired through experience shall be fully describe

Article 3. Credit for Formal Instruction in Noncollegiate Settings

1. Types of Instruction Approved for the Awarding of Credit

Students shall be granted credit toward admission eligibility and toward the baccalaureate degree for the following types of formal instruction in non-collegiate settings:

- A. Completion of formal instruction in non-collegiate settings, (either civilian or military) as recommended by the American Council on Education publication Guide to the Evalu
- B. Lower-division baccalaureate degree credit courses that are comparable to courses offered on most CSU campuses. (Credit should not be allowed for occupationally oriente
- C. Upper-division baccalaureate degree credit courses
- D. Graduate degree credit courses

2. Application of Credit for Formal Instruction in Noncollegiate Settings

- 1. Campuses shall allow the number of units recommended by the Council in its current publications, Guide to the Evaluation of Educational Experience in the Armed Services
- 2. Every effort shall be made to award credit for specific university coursework and/or category of university degree requirement, as opposed to elective credit. Campuses are e
- 3. Each campus shall have the discretion to determine the extent to which units earned for formal instruction in noncollegiate settings shall be applied either as major, general i

3. Conditions of Award of Credit

Award of such credit shall be subject to the same conditions as those outlined in Article 1.2.2 of this executive order.

4. Documentation of Formal Instruction in Noncollegiate Settings

- 1. Both the completed military courses and the schools at which the work was completed must be documented on forms 00214, 00295, or other official documents such as the
- 2. The objectives, policies, procedures, and bases for the awarding of credit for documented prior learning shall be fully described in the campus catalog and web site.
- 3. Credit earned for formal instruction in noncollegiate settings shall be clearly identified in the student's academic record.

Supersedes

Executive Orders No. 365 and 366


Issued by

Charles B. Reed, Chancellor

All revision dates:

2/4/2020, 7/14/2008

Attachments

 Transmittal Letter (https://pstat-live-media.s3.amazonaws.com/attachments/document_30/6590973/a47ca629-0d9d-4e1a-aa83-29e381b3c816/EO-1036%20Transmittal.pdf?token=IQoJb3JpZ2luX2VjEGEaCXVzLWVhc3QtMSJIMEYCIQDH9hK%2F7Qk7j0oLie9SrCp6eqBeQ4PPTWRGYi93fnqymAlhALIRxJgn8SMHBohzLAH4JM7xvX7dUI%2FDGq)

Approval Signatures

Step Description	Approver	Date
	Sara Zaragoza: Executive Assistant	2/4/2020

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The ACE Military Guide

About the ACE Military Guide

What's Your Role?

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The ACE Military Guide

About the ACE Military Guide

The ACE Military Guide is the sole source of information for all military courses and occupations evaluated by ACE from 1954 to present.

In April 2021, ACE launched a modernized and improved version of the Military Guide, which includes these new features:

- A streamlined format for course and occupation summaries
- A public Joint Services Transcript (JST) upload feature for students
- A dedicated application to support colleges and universities in making credit award decisions
- Simplified and user-friendly navigation and design

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The ACE Military Guide retains these hallmarks:

- Information for all military courses and occupations evaluated by ACE
- Multiple ways to search for courses and occupations—by service, date, ACE ID or military course number, and course or occupation title
- Evaluations conducted by college and university faculty members who are actively teaching in the areas they review



What's Your Role?

- A postsecondary institution that wants to make collaborative and informed credit award decisions
- A learner who hopes to apply military experience toward a degree
- A military training provider who advises students and leadership on training programs evaluated for potential academic credit

Whatever your role, the ACE Military Guide is for you. Follow the path below that best meets your needs.

College or University

Sign up for a free ACE Military Guide Institution Account to start mapping ACE credit recommendations for military training and experiences to your course catalog.

[SIGN UP >](#)

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Military or Veteran Student

Apply ACE credit recommendations for your military training and experiences to get the college degree you want.

[LEARN MORE >](#)

Military Training Provider

Explore the results of ACE military course and occupation reviews and use the new tools and data to plan for future reviews and set priorities.

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Learn More



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For Students

Find out how ACE college credit recommendations from military service, workforce training



For Employers and Training Providers

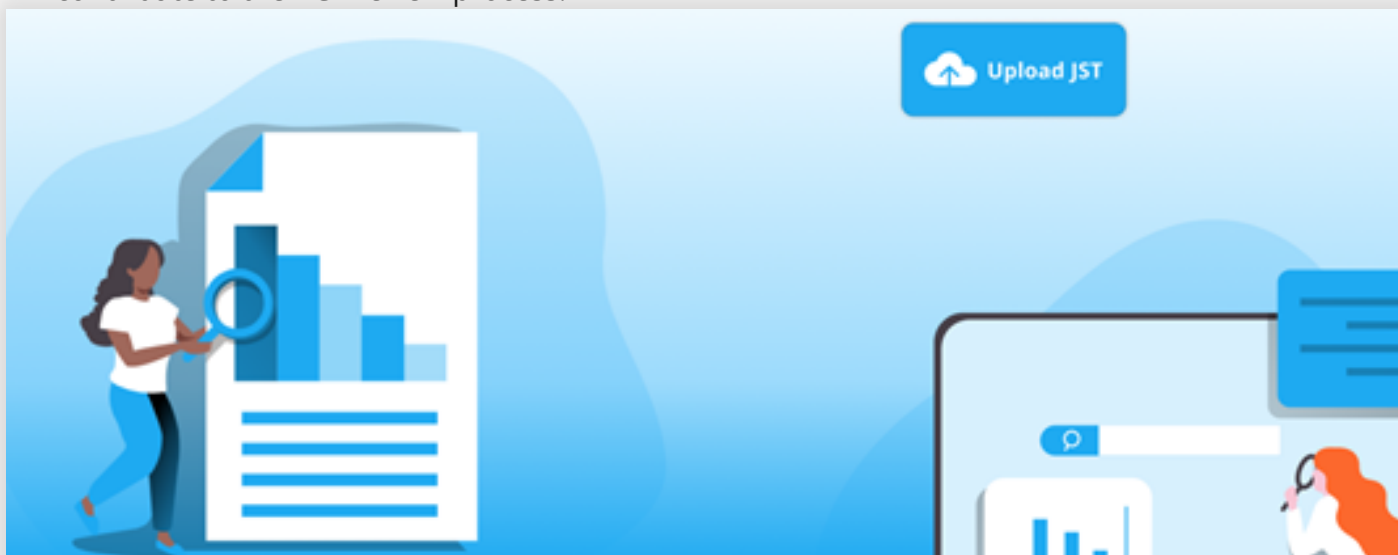
[READ MORE](#) [^ TOP](#)

Learn how ACE's Learning Evaluations can help your organization receive college credit



For Faculty

ACE faculty evaluators review military training and occupations, as well as training and exams for a variety of organizations and corporations. Learn more about how faculty evaluators contribute to the ACE review process. [READ MORE >](#)



Start Your Search

The ACE Military Guide lists credit recommendations and detailed summaries for courses and occupations offered by all branches of the military. Start your credit recommendation search now. [READ MORE >](#)

American Council on Education

One Dupont Circle NW

Washington, DC 20036

202-939-9300

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Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Credit for Prior Learning
Code	AP 4235
Status	Active
Adopted	February 17, 2011
Last Revised	May 6, 2021
Last Reviewed	June 7, 2021

Lassen Community College District Procedure

CCLC No. 4235

Academic Affairs

AP 4235 CREDIT FOR PRIOR LEARNING

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Title 5 Sections 55050 (Links to an external site) and 55052 (Links to an external site)

ACCJC Accreditation Standard II.A.10

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- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)
- Industry Recognized Credentials Assessment
- Student – Created Portfolio Assessment
- Evaluation of Foreign Coursework
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

- Internal Examination 2+2 CTE Transitions approved coursework

Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the district
- The student must not be currently enrolled in the course
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- The course is listed in the current college catalog

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- Lassen College recognizes college credit earned at any institution of higher education which is accredited by one of the regional accrediting associations of schools and colleges recognized by the US Department of Education and/or the Council for Higher Education Accreditation.
- An official transcript is required to use coursework for certificates or degrees

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Advanced Placement Credit

- With a score of 3 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies.

International Baccalaureate (IB) Credit

- With a score of 5 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies.

College Level Examination Program (CLEP) Credit

- LCC may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained (minimum score of 50). Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. UC do not award credit for CLEP.

Military Service Schools/Formal Military Service Schools

- College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to Evaluation of Educational Experience in the Armed Services", published by the American Council on Education (ACE). LCC will grant college credit if the person has served at least six months in active service. Active duty personnel should submit a copy of DD295 (Veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.
- The District will award three (3) units towards General Education (Associate Degree Cat. 5 or CSU Cat. E), with proof of a student's official completion of Basic Training provided through the United States Armed Forces on a DD-2586, or equivalent, for Service Members not currently discharged, or a DD-214 for Veterans.

Industry Recognized Credentials Assessment

- Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:
 - The student shall complete the Credit for Prior Learning Assessment Petition available in the Counseling or the Admissions and Records office.
 - Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee.
- If an industry recognized credential has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment.
 - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
 - If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Admissions and Records Office to be recorded on the student transcript.

Student-Created Portfolio Assessment

- Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:
 - A department-approved portfolio assessment rubric for the course is on file with the Division Dean

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Admissions and Records Office.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Admissions and Records Office to be recorded on the student transcript.
- The student may enroll in a Portfolio Development course when requesting portfolio assessment for the first time.

Evaluation of Foreign Coursework

- Per AP 5012, Students who have satisfactorily completed courses from a foreign nation's appropriately accredited university may be able to apply the course credits toward an Associate degree at Lassen Community College.
- National Association of Credential Evaluation Services (NACES), evaluations must include if upper or lower division, how many semester unit the course is equivalent to, and letter grades
- No Foreign Course work can be used for core classes, CSU GE Breath or IGETC pattern, except for Language Other than English, can be used for meeting pre-requisites, LCC terminal degrees or certificates

Credit by Exam

- In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination. It is important to be aware that state and federal financial aid does not cover the fees of Credit by Exam. Cost is 1/3 the price of tuition. The CIO/CSSO or designee can waive the fee with proof of financial hardship.

How to Petition:

For any questions relating to the college's policy on credit by examination, see the Director of Enrollment Services. Students wishing to petition shall observe the following steps:

1. The student obtains the Credit by Exam form from the Admissions & Records Office.
2. The student is to complete the Credit by Exam form and submit it to the Director of Enrollment Services so that eligibility may be determined.
3. The student obtains counselor approval (academic review).
4. The student meets with the full-time instructor that will be the instructor of record of the course for which credit is sought. The instructor will determine whether credit by exam is an appropriate option for the course and will appraise the student's background for such an examination.

5. If the instructor agrees to allow credit by exam for the course being challenged, the instructor will sign the petition for those students having adequate background and will then arrange with the student a time, date and place for taking the examination. The instructor will decide the nature of the test (i.e. standardized, instructor's own test, or other option).
6. The student obtains final approval from Academic Services.

Recording of Results:

At the end of the semester the instructor will receive a grade report for the credit-by-exam course offered. The student's academic records shall be clearly annotated to reflect that credit was earned by examination. Grading shall be according to the regular grading system approved by the governing board pursuant to Title 5, Section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The student's academic records will also reflect unsuccessful credit by exam attempts with the grade D, F, or NP.

Credit by Exam – Internal Examinations: 2+2 Transitions Procedures

After completing an articulated 2+2 class with a grade of "B" or better, a high school student can qualify for college credit at Lassen Community College in the articulated course(s) by following these requirements at the college level:

- The student obtains and completes the Lassen College 2+2 forms from the Admissions & Records Office at Lassen Community College or their high school counselor.
- The student attaches a copy of the high school transcript to the Lassen College 2+2 form. The student must have earned a grade of "B" or better in the articulated 2+2 course.
- The student will submit the completed 2+2 form and high school transcripts to the counselor for signature.
- The student will submit the fully completed Lassen College 2+2 form to the Admissions & Records Office. The Admissions & Records Office will then apply the high school grade earned in the 2+2 articulated course to the student's permanent record.
- Credit will be identified on the students' transcript as "Credit by Exam."

Lassen Community College credit is only available up to five years after graduation. "Credit by Exam" is granted based on articulated course content and final exam or alternate assessments.

Approved by Senate on 11/2/10
 Updated and Approved by Senate 05/21/13
 Approved by Consultation Council 08/29/13
 Revised and approved by Academic Senate 5/19/15
 Revised and approved by Academic Senate 12/8/15
 Approved by Consultation Council 12/17/15
 Approved by Consultation Council 6/7/2016
 Reviewed and Approved by Academic Senate 05/14/2019
 Approved by Consultation Council 06/10/2019
 Academic Senate Approved 12/09/20
 Consultation Council Approved 01/25/21
 Academic Senate Approved 05/06/21
 Consultation Council Approved 06/07/21

Lassen Community College
Lassen Community College
Credit By Exam Application

AP 4235

NAME: _____ STUDENT ID: _____
 LAST FIRST MI

Semester:(circle one) Spring Summer Fall Year:

- | | | |
|--|-----|----|
| 1. Are you currently enrolled at Lassen Community College | Yes | No |
| 2. Have you completed 6 semester units at Lassen Community College | Yes | No |
| 3. Do you have a G.P.A. of 2.0 or better? | Yes | No |
| 4. Is the course you wish to take credit by exam currently offered in the catalog? | Yes | No |
| 5. Have you taken other Lassen Community College courses credit by exam? | Yes | No |

I hereby request permission to attempt to earn credit by exam for the following course:

_____ Units
 Course Number and Course Title (i.e. AJ 24 - Community Relations)

Evidence of subject knowledge:

The student's academic record will clearly indicate that the credit was earned by examination. Unsuccessful credit by exam attempts will be recorded on a student's academic record with the grade NP.

APPROVED FOR EXAMINATION:

YES	NO	_____	_____
		Admissions and Records Technician	Date
YES	NO	_____	_____
		Counselor Signature	Date
YES	NO	_____	_____
		Instructor Signature	Date
YES	NO	_____	_____
		Office of Instruction Signature	Date

White copy - Admissions & Records Office Yellow copy - Instructor Pink copy - Student

Form approved by Curriculum/Academic Standards Committee on _____.
 Form approved by Academic Senate on _____.



Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Credit for Prior Learning
Code	AP 4235
Status	Active
Adopted	February 17, 2011
Last Revised	May 6, 2021
Last Reviewed	June 7, 2021

Lassen Community College District Procedure

CCLC No. 4235

Academic Affairs

AP 4235 CREDIT FOR PRIOR LEARNING

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 Academic Senate Approved 12/09/20
 Consultation Council Approved 01/25/21
 Academic Senate Approved 05/06/21
 Consultation Council Approved 06/07/21



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Credits deemed as Credit for Prior Learning are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits. Credits for Prior Learning shall not be counted in determining the 12 semester hours of credit in residence required for an associate's degree.

Credit from a regionally accredited post-secondary institution

- Lassen College recognizes college credit earned at any institution of higher education which is accredited by one of the regional accrediting associations of schools and colleges recognized by the US Department of Education and/or the Council for Higher Education Accreditation.
- An official transcript is required to use coursework for certificates or degrees

Students should contact their previous college and request that official transcripts be sent to LCC Admissions & Records Office. Transcripts may be submitted electronically directly from the other college, or mailed to Lassen Community College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130.

- We strongly recommend completing this process prior to registering or with in the first term of enrollment to reduce duplication of coursework a request for coursework to be evaluated can be made by contacting the counseling office.
- Transfer coursework can be used to meet core course, general education, pre-requisite or co-requisites
- Quarter units will be converted to semester or semester to quarter, to benefits the students.

Advanced Placement Credit

- With a score of 3 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies.

International Baccalaureate (IB) Credit

- With a score of 5 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies.

College Level Examination Program (CLEP) Credit

- LCC may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained (minimum score of 50). Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. UC do not award credit for CLEP.

Military Service Schools/Formal Military Service Schools

- College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to Evaluation of Educational Experience in the Armed Services", published by the American Council on Education (ACE). LCC will grant college credit if the person has served at least six months in active service. Active duty personnel should submit a copy of DD295 (Veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.
- The District will award three (3) units towards General Education (Associate Degree Cat. 5 or CSU Cat. E), with proof of a student's official completion of Basic Training provided through the United States Armed Forces on a DD-2586, or equivalent, for Service Members not currently discharged, or a DD-214 for Veterans.

Industry Recognized Credentials Assessment

- Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:
 - The student shall complete the Credit for Prior Learning Assessment Petition available in the Counseling or the Admissions and Records office.
 - Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee.
- If an industry recognized credential has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment.
 - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
 - If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Admissions and Records Office to be recorded on the student transcript.

Student-Created Portfolio Assessment

- Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:
 - A department-approved portfolio assessment rubric for the course is on file with the Division Dean

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Admissions and Records Office.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Admissions and Records Office to be recorded on the student transcript.
- The student may enroll in a Portfolio Development course when requesting portfolio assessment for the first time.

Evaluation of Foreign Coursework

- Per AP 5012, Students who have satisfactorily completed courses from a foreign nation's appropriately accredited university may be able to apply the course credits toward an Associate degree at Lassen Community College.
- National Association of Credential Evaluation Services (NACES), evaluations must include if upper or lower division, how many semester unit the course is equivalent to, and letter grades
- No Foreign Course work can be used for core classes, CSU GE Breath or IGETC pattern, except for Language Other than English, can be used for meeting pre-requisites, LCC terminal degrees or certificates

Credit by Exam

- In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination. It is important to be aware that state and federal financial aid does not cover the fees of Credit by Exam. Cost is 1/3 the price of tuition. The CIO/CSSO or designee can waive the fee with proof of financial hardship.

How to Petition:

For any questions relating to the college's policy on credit by examination, see the Director of Enrollment Services. Students wishing to petition shall observe the following steps:

1. The student obtains the Credit by Exam form from the Admissions & Records Office.
2. The student is to complete the Credit by Exam form and submit it to the Director of Enrollment Services so that eligibility may be determined.
3. The student obtains counselor approval (academic review).
4. The student meets with the full-time instructor that will be the instructor of record of the course for which credit is sought. The instructor will determine whether credit by exam is an appropriate option for the course and will appraise the student's background for such an examination.

5. If the instructor agrees to allow credit by exam for the course being challenged, the instructor will sign the petition for those students having adequate background and will then arrange with the student a time, date and place for taking the examination. The instructor will decide the nature of the test (i.e. standardized, instructor's own test, or other option).
6. The student obtains final approval from Academic Services.

Recording of Results:

At the end of the semester the instructor will receive a grade report for the credit-by-exam course offered. The student's academic records shall be clearly annotated to reflect that credit was earned by examination. Grading shall be according to the regular grading system approved by the governing board pursuant to Title 5, Section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The student's academic records will also reflect unsuccessful credit by exam attempts with the grade D, F, or NP.

Credit by Exam – Internal Examinations: 2+2 Transitions Procedures

After completing an articulated 2+2 class with a grade of "B" or better, a high school student can qualify for college credit at Lassen Community College in the articulated course(s) by following these requirements at the college level:

- The student obtains and completes the Lassen College 2+2 forms from the Admissions & Records Office at Lassen Community College or their high school counselor.
- The student attaches a copy of the high school transcript to the Lassen College 2+2 form. The student must have earned a grade of "B" or better in the articulated 2+2 course.
- The student will submit the completed 2+2 form and high school transcripts to the counselor for signature.
- The student will submit the fully completed Lassen College 2+2 form to the Admissions & Records Office. The Admissions & Records Office will then apply the high school grade earned in the 2+2 articulated course to the student's permanent record.
- Credit will be identified on the students' transcript as "Credit by Exam."

Lassen Community College credit is only available up to five years after graduation. "Credit by Exam" is granted based on articulated course content and final exam or alternate assessments.

Approved by Senate on 11/2/10
 Updated and Approved by Senate 05/21/13
 Approved by Consultation Council 08/29/13
 Revised and approved by Academic Senate 5/19/15
 Revised and approved by Academic Senate 12/8/15
 Approved by Consultation Council 12/17/15
 Approved by Consultation Council 6/7/2016
 Reviewed and Approved by Academic Senate 05/14/2019
 Approved by Consultation Council 06/10/2019
 Academic Senate Approved 12/09/20
 Consultation Council Approved 01/25/21
 Academic Senate Approved 05/06/21
 Consultation Council Approved 06/07/21



(/)

NEW STUDENTS

Lassen College (/Pages/Home.aspx) » New Students

New Students

FALL SEMESTER BEGINS AUGUST 16th - REGISTER NOW FOR BEST CLASS SELECTION!

Before you can register for classes, you must complete *at least* STEPS 1-3 listed below.

**Once complete, or if you need help, please contact the Counseling Office at
lccounseling@lassencollege.edu or call (530) 251-8842.**

Dates & Deadlines (/academics/Pages/Dates-And-Deadlines.aspx)

Academic Calendar (/academics/Documents/Academic-Calendars/2019%20-%202020%20%20Academic%20Calendar.pdf)

STEPS TO BECOME A STUDENT

1. Complete the online Application for Admission
2. Login to MyLassen – the LCC Student Portal
3. Complete the online MANDATORY New Student Orientation
4. Contact Financial Aid
5. Complete Career Interest Survey in the Career & Transfer Center (not available during COVID-19 closure)
6. Meet with a counselor - bring high school &/or other college transcripts - Counselors are available Mon, Wed, & Thurs - 9:00am to 4:00pm in the Welcome Center. Counselors are also available via email or phone call.
7. Register for classes - counselors will assist you in registering in-person online or through email
8. Optional – Have OFFICIAL transcripts from other colleges evaluated by completing the Transcript Evaluation Request form (/get-started/Documents/Transcript%20Evaluation%20Request.pdf).

[More information on how to GET STARTED](/get-started/Pages/default.aspx) (/get-started/Pages/default.aspx)

DEGREES & CERTIFICATES AT LASSEN COLLEGE

- Vocational & Career Technical Education (</academics/divisions/Pages/default.aspx>)
- Programs & Degrees (</academics/programs/Pages/default.aspx>)
- Degrees designed for Transfer (</student-services/counseling/Pages/Transfer-Degrees.aspx>)

COST OF ATTENDENCE (not including any financial aid)

Tuition & Fees Page (</student-services/admissions/Pages/Tuition-and-Fees.aspx>)

HIGH SCHOOL/SPECIAL ADMIT STUDENTS (Concurrent Enrollment)

Taking colleges classes is **FREE** for High School Students, but special procedures apply. Click for more details (</student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx>)

INTERNATIONAL STUDENTS

Get all the details on our International Student page (</student-services/admissions/Pages/International-Students.aspx>).

VETERANS

LCC has a Financial Aid tech and an academic counselor assigned to assist veterans. See more on the Veteran's page (</student-services/admissions/veterans/Pages/default.aspx>)

HOUSING

*** DUE TO COVID-19 - ON CAMPUS HOUSING IS CLOSED FOR SUMMER 2021.**

Lassen College has on-campus housing. Click Housing (</campus-life/Pages/Residence-Hall.aspx>) for more info

MORE QUESTIONS? Call (530) 251-8842

Lassen College Promotional Video (<https://youtu.be/SdbY2ikMVKA>)

APPLY NOW
([HTTPS://WWW.OPENCCCAPPLY.NET/CCCAPPLY-WELCOME?](https://www.opencccapply.net/cccapply-welcome?cccmiscode=131)
CCCMISCODE=131)

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSEN](https://webadvisor.lassencollege.edu/webadvisor/webad)
COLLEGE.EDU/WEBADVISOR/WEBAD

VISOR?TYPE=P&PID=ST-
WESTS12A)

[About the Area \(/about/about-the-area/Pages/default.aspx\)](/about/about-the-area/Pages/default.aspx)

[Map of the Campus \(/about/Pages/Campus-Map.aspx\)](/about/Pages/Campus-Map.aspx)

[Admissions and Records \(/student-services/admissions/Pages/default.aspx\)](/student-services/admissions/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Counseling Office \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Student Services \(/student-services/Pages/default.aspx\)](/student-services/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[DSPS \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[CalWORKS \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

Special Populations

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[High School Students \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[Distance Learning \(/academics/distance-learning/Pages/default.aspx\)](/academics/distance-learning/Pages/default.aspx)

[IT Help Desk \(mailto:help@lassencollege.edu\)](mailto:help@lassencollege.edu)

[College Catalogs \(/academics/Pages/College-Catalogs.aspx\)](/academics/Pages/College-Catalogs.aspx)

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 (<https://www.facebook.com/LassenCommunityCollege>)

 (https://twitter.com/Lassen_College)



(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

Privacy Policy (/pages/privacy-policy.aspx)



(/)

VETERANS

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Admissions (/student-services/admissions/Pages/default.aspx) » Veterans

Veterans

Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services building. All students expecting veterans' benefits, degrees, or certificates must file an official transcript of their record from all colleges previously attended.

Steps to Complete VA Certification Requirements

1. Apply for VA Benefits

Once you have applied for benefits or submitted a request to transfer your benefits to Lassen Community College through the VA, you should receive a "Certificate of Eligibility" through the mail from the VA.

<https://www.va.gov/education/how-to-apply/> (<https://www.va.gov/education/how-to-apply/>)

2. See the School Certifying Official

Please bring your Certificate of Eligibility to the School Certifying Official who is located in the Financial Aid Office, along with a copy of your most current DD214 and a copy of your benefit application submitted to the VA. This will initially be required to certify you for benefits. The VA can take up to 30 days to process a request to use/transfer benefits.

3. See the VA Counselor

Please bring a copy of your military transcript with you when you meet with a counselor. In order to be issued credit please mail your official military transcript to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130. Adam will assist you in completing your

schedule and provide certification

Effective August 1, 2019: Section 103, PL 115-407

Attendance and Participation While Awaiting VA Tuition and Fee Payments

Effective August 1, 2019, any student using CH31 (Vocational Rehabilitation and Employment Benefits) or CH33 (Post-9/11 G.I. Bill) is protected from any penalties imposed by the College while waiting for the VA to make tuition and fee payments.

Under this policy, the college:

- Cannot deny a student access to classrooms, libraries, or other institutional facilities
- Cannot make the student borrow money to cover costs while waiting for payment
- Cannot charge a student a late fee or penalty

All of the above is consistent with current College policy practices.

Protection begins when the student provides the school with a Certificate of Eligibility (COE) or a Statement of Benefits. The College can require the student to submit:

- The COE or Statement of Benefits no later than the first day of the program
- A written request to use the benefits or other necessary certifications

The coverage period ends when the VA makes payment or 90 days after the date the College certifies tuition and fees.

Contact Information

Veterans Certifying Official

Angela Barrier

Email: abarrier@lassencollege.edu (mailto:abarrier@lassencollege.edu)

Office Phone: 530.251.8850

Office Location: Student Services Building

Veterans Counselor

Adam Runyan

Email: arunyan@lassencollege.edu (mailto:arunyan@lassencollege.edu)

Office Phone: 530.257.6181 ext. 8934

Office Location: Student Services Building

Related Links

- GI Bill Website (<http://www.gibill.va.gov/>)
 - Lassen County Veterans Service Office (<http://www.lassencounty.org/dept/veterans-services/veterans-services-home>)
 - Transcript Evaluation Form (</get-started/Documents/Transcript%20Evaluation%20Request.pdf>)
-

[Admissions \(/student-services/admissions/Pages/default.aspx\)](/student-services/admissions/Pages/default.aspx)

[Special Admit - Concurrent Enrollment \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[Basecamp \(/student-services/basecamp/Pages/default.aspx\)](/student-services/basecamp/Pages/default.aspx)

[CalFresh Outreach \(/student-services/basecamp/Pages/CalFresh-Outreach.aspx\)](/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

[CalWORKs \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

[DSP&S \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[Foster Youth \(/student-services/basecamp/foster-youth/Pages/default.aspx\)](/student-services/basecamp/foster-youth/Pages/default.aspx)

[Kinship \(/student-services/basecamp/kinship/Pages/default.aspx\)](/student-services/basecamp/kinship/Pages/default.aspx)

[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

[Counseling \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Transfer Center \(/student-services/counseling/Pages/Transfer-Center.aspx\)](/student-services/counseling/Pages/Transfer-Center.aspx)

[Graduation \(/student-services/counseling/Pages/Graduation.aspx\)](/student-services/counseling/Pages/Graduation.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Federal Aid Programs \(/student-services/financial-aid/federal-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/federal-aid-programs/Pages/default.aspx)

[Institutional Aid Programs \(/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx)

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(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](#)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



(/)

ADMISSIONS

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Admissions (/student-services/admissions/Pages/default.aspx) » International Students

International Students

Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission to Lassen Community College the applicant must complete and return the International Application for Admission by June 15th, for the fall semester and October 15th, for the spring semester.

International Student Orientation (<https://vimeo.com/367884836/1bd9188d23>)

STEPS FOR INTERNATIONAL STUDENTS

Step 1

Read and complete the International Student Application (/student-services/admissions/Documents/Admissions-

Records/International%20Student%20Application.pdf) in full. This application is required in order to get your Student Visa. The application includes all requirements and deadlines for submission. The completed application may be scanned and emailed to:

lccadmissions@lassencollege.edu (<mailto:lccadmissions@lassencollege.edu>) or sent by post to:

Lassen Community College

International Admissions

P.O. Box 3000

Susanville, CA 96130-3000

ONCE ACCEPTED FOR INTERNATIONAL ADMISSION, you will receive, by email and post, a letter of acceptance which includes your I-20 and SEVIS number which you will present to the embassy for approval for an F-1 Student Visa. Please follow all Visa instructions included with

your acceptance letter.

Step 2

Complete an online Application for Admission (/Pages/CCCApply.aspx) using OpenCCC. **THIS IS A SEPARATE ELECTRONIC APPLICATION WHICH IS REQUIRED IN ORDER TO RECEIVE YOUR LASSEN COLLEGE STUDENT ID NUMBER, AND STUDENT PORTAL LOGIN INFORMATION.**

The application is a 2-step process. First create a user account, then continue/sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be emailed your Student ID #, User Name and initial password. PLEASE CHECK YOUR JUNK OR SPAM FOLDERS for emails from LCC Admissions. Your log-in information can be used to access MyLassen, the LCC Student Portal.

Step 3

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions. You will then be logged into the Portal.

Step 4

Once you are in the Portal, you can find the New Student Orientation in "Quick Links", or you may access it from the button on International Student page. Sign in with your Portal Login: username@cougars.lassencollege.edu and the password you created. Watch the introduction video, then click on the HUB OVERVIEW to complete each section of the orientation. Each section has a quiz. Scroll down to answer the quiz questions. You must answer correctly to move on. New Student Orientation (<http://orientation.lassencollege.edu/>).

Step 5

Contact Adam Runyan, international student counselor, at arunyan@lassencollege.edu (mailto:arunyan@lassencollege.edu) to discuss registering for classes. If you have SAT or ACT scores, email them to Adam. If Adam is unavailable, please contact the Counseling Office at lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu) or (530) 251-8842. Additional assessment testing may be required once you arrive on campus.

Step 6

If on-campus dorm housing is desired, complete and submit the Residence Hall Application (/campus-life/Documents/Residence-Hall/Fall%20Term%20Housing%20application.pdf). All requirements and costs are listed in the application. Contact Francis (Beau) Beaujon

at fbeaujon@lassencollege.edu (mailto:fbeaujon@lassencollege.edu) or (530) 251-8879, if you have questions.

Step 7

Once you have registered for classes, or been accepted into the residence hall (dorms) and have an account balance, you may pay on your account through the Student Portal. Login to MyLassen, and then go to WebAdvisor/Financial Information/View Account and Make Payments. All students must pay fees **IN FULL** by two business days before the term begins or risk being dropped from classes. We accept Visa, American Express, MasterCard and Discover. Payment can also be made through an Electronic Funds Transfer; however this method includes fees which are the student's responsibility. Contact Student Accounts at studentaccounts@lassencollege.edu (mailto:studentaccounts@lassencollege.edu) or (530) 257-6181 Ext. 8708 to pay the dorm deposit, for Electronic Funds Transfer, or if you have questions about paying on your account.

Step 8

Read and follow all instructions regarding your I-20 and (F-1) Student Visa as you prepare to enter the United States.

ONCE YOU ARRIVE AT LASSEN COLLEGE

Step 9

Bring all of your documents to the Admissions & Records office and meet the International Student Admissions officer.

Step 10

Come to the Counseling Office and meet with Adam Runyan to get your class schedule finalized. Additional assessment testing may also be required.

Questions? Contact us!

Admissions

lccadmissions@lassencollege.edu (mailto:lccadmissions@lassencollege.edu), (530)251-8808

Residence Hall (Dorms)

Francis (Beau) Beaujon:fbeaujon@lassencollege.edu (mailto:fbeaujon@lassencollege.edu),
(530) 251-8879

Student Accounts

studentaccounts@lassencollege.edu (mailto:studentaccounts@lassencollege.edu), (530) 257-6181 Ext.8708

International Student Counselor

Adam Runyan: arunyan@lassencollege.edu (mailto:arunyan@lassencollege.edu), (530) 251-8842

Counseling Office

lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu), (530) 251-8842,
Fax (530) 251-8885

Outreach Coordinator

bgowin@lassencollege.edu (mailto:bgowin@lassencollege.edu), (530) 251-8845

Related Links:

TOEFL (<http://www.ets.org/toefl>)

Forms

International Student Application (/student-services/admissions/Documents/Admissions-Records/International%20Student%20Application.pdf)

Steps for International Students (/student-services/admissions/Documents/International-Students/Steps%20for%20International%20Students.pdf)

APPLY NOW
(/PAGES/CCCAPPLY.ASPX)

MYLASSEN PORTAL
([HTTPS://MYLASSEN.LASSENCOLLEGE.EDU/](https://mylassen.lassencollege.edu/))

NEW STUDENT ORIENTATION
([HTTP://ORIENTATION.LASSENCOLLEGE.EDU/](http://orientation.lassencollege.edu/))

Admissions (/student-services/admissions/Pages/default.aspx)

[Special Admit - Concurrent Enrollment \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[Basecamp \(/student-services/basecamp/Pages/default.aspx\)](/student-services/basecamp/Pages/default.aspx)

[CalFresh Outreach \(/student-services/basecamp/Pages/CalFresh-Outreach.aspx\)](/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

[CalWORKs \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

[DSP&S \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

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[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

[Counseling \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Transfer Center \(/student-services/counseling/Pages/Transfer-Center.aspx\)](/student-services/counseling/Pages/Transfer-Center.aspx)

[Graduation \(/student-services/counseling/Pages/Graduation.aspx\)](/student-services/counseling/Pages/Graduation.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Federal Aid Programs \(/student-services/financial-aid/federal-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/federal-aid-programs/Pages/default.aspx)

[Institutional Aid Programs \(/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

Employment Opportunities
(/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



Counseling Office
Lassen Community College

Transcript Evaluation Request
For Incarcerated Students

Instructions: Complete this form if you have completed coursework at any college AND you have submitted official transcripts for colleges previously attended to Lassen Community College. Once completed, submit this form to the Correspondence Office, PO Box 3000, Susanville, CA 96130.

Step 1 – Student Information

Date Completed: _____

Last Name: _____ First Name: _____ LCC Student ID #: _____

Institution: _____ CDCR#: _____

Step 2 – Transcript Information

You must submit all official transcripts to the Admissions and Records office. Requests will not be processed until all transcripts are submitted and received and this request form is complete. Please list colleges you attended below:

Transcript #1 from: _____

Transcript #3 from: _____

Transcript #2 from: _____

Transcript #4 from: _____

Advanced Placement Exam: _____

IB or CLEP: _____

Step 3 – Evaluation Information

LCC Associate Degrees and Certificates: (Please check below and list major)

- Associate Degree for Transfer
Associate Degree
Certificate

Major: _____
Major: _____
Major: _____

Transfer Certifications:

- CSU GE
IGETC

Upon completion of the Transcript Evaluation, a letter will be sent with a summary of the results of the evaluation.

More information on reverse

Transcript Evaluation Information

Evaluations are processed within 2 to 4 weeks, not including open registration or graduation periods. Students must have applied to Lassen College and have an LCC ID number to qualify for a transcript evaluation.

Official Transcripts from all regionally accredited colleges and/or universities must be on file before an evaluation will occur. It is the responsibility of the student to provide official transcripts, photocopies will not be accepted. AP exam results and IB or CLEP documentation is needed to be considered for credit.

Equivalencies are granted based on course description and content comparison. If Lassen Community College does not offer a comparable course, other resources are used to determine transferability. These additional resources are ASSIST- the official repository of articulation for California's colleges and universities, and TES/CollegeSource.

Transcript Evaluation FAQ's

1. Do I need to have my former transcripts evaluated?

If you are planning to complete a Certificate or Degree at Lassen Community College, you should have your transcripts evaluated. If you are not pursuing a certificate or degree, you do not need to submit transcripts for an evaluation.

2. What is required for a transcript to be evaluated?

All of the following:

- A sealed official transcript must be submitted, or electronically submitted from the college
- Submit a completed Transcript Evaluation Request form
- Must have applied to Lassen Community College and have an ID number
- Previously attended institutions must be regionally accredited in order to receive transfer credit

3. Where do I have my transcripts sent to?

Lassen Community College, Admissions and Records, PO Box 3000, Susanville, CA 96130

4. Where do I send my Transcript Evaluation Request form?

Mail to: Lassen Community College, Correspondence Office, PO Box 3000, Susanville, CA 96130



(/)

COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling (/student-services/counseling/Pages/default.aspx) » Counseling Office FAQ

Counseling Office FAQ

Q. Do I need an appointment?

A. Probably not. We do not make appointments for general questions, for class selection or help with registering for classes. If you are a **current student** and need an **Education plan**, you will need an appointment. Stop by or call 530.251.8842.


Q. I'm new to college. How do I begin?

A. Follow the steps on our GET STARTED (/get-started/Pages/default.aspx) page. By the time you meet with a counselor, you should have already applied for admission, logged into MyLassen - Student Portal, completed online New Student Orientation and completed Assessment Testing.

Q. Do you need my high school transcripts? Also, I have test results - such as from AP, CLEP, SAT or ACT. Can you use those?

A. Counselors use multiple measures to determine the best math and English course placement. If it has been less than 10 years since you graduated from high school, it would be helpful if you could bring a copy of your high school transcripts. Any other test results you may have, such as SAT or ACT are also helpful. You may be able to receive course credit for AP or CLEP test scores. Send OFFICIAL test scores to Lassen Community College, Attn: Counseling Office, P.O. Box 3000, Susanville, CA 96130. You may also fax transcripts or test results to 530.251.8885, or email them to: lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu)

Q. What if I've previously attended a different college or been in the military? How do I get credit for prior coursework?

A. If you have previously attended another college or university, or have military transcripts, please bring a copy of your transcripts to the Counseling Office. We can use *unofficial* transcripts to start. In order to get credit for prior coursework, have your OFFICIAL transcripts sent to Lassen Community College, Attn: Admissions and Records, P.O. Box 3000, Susanville, CA 96130. Then complete and submit the Transcript Evaluation Request.  Transcript Eval Request form.pdf (/student-services/counseling/Documents/Transcript%20Eval%20Request%20form.pdf)

Q. I used to be a student at Lassen College and now I'm returning. Anything I should know?

A. If it has been *over one year* since you attended, you will need to complete a new online application in order to update your information before you will be able to register for classes. The counselors can access your Lassen College transcripts to see what coursework you have already completed. Then they can assist you in determining which courses are still required to complete your degree or certificate.

Q. I am still in high school. Can I take college classes?

A. Yes, but there are specific requirements. Get all the information on the SPECIAL ADMIT (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx) page. One great advantage of taking classes while in high school is that it is FREE!!

Q. What is CTE or 2+2? How can I earn college credit for high school coursework?

A. Through the Career Technical Education (CTE)/Transitions program (formerly called 2+2), high school students have the opportunity to receive Lassen Community College credits for taking an approved technical education class at their high school. You may have already taken an approved course and not even know it! CTE/Transitions (2+2) packet of information (/student-services/counseling/Documents/CTE-2+2%20Forms.pdf). Contact the Counseling Office if you have questions.

Q. How do I get my diploma if I have finished my degree or certificate?

A. Graduating or receiving a diploma does not happen automatically. You must complete a PETITION TO GRADUATE (/student-services/counseling/Documents/Petition%20to%20Graduate.pdf) form. If you have completed coursework at other colleges that will count toward your degree, be sure you have requested the official college transcripts be sent to Lassen College, so they can be evaluated. For more information, visit the GRADUATION (/student-services/counseling/Pages/Graduation.aspx) page.

Q. My goal is to transfer to a four-year college or university. What help can you provide?

A. Located within the Counseling Office is the Transfer Center. It is designed specifically to assist students who plan to transfer to a four year school. The Transfer Center organizes visits to 4-year colleges, hosts a College Day and provides assistance with completing college applications. For more information, visit the TRANSFER CENTER (</student-services/counseling/Pages/Transfer-Center.aspx>) webpage.

Admissions (</student-services/admissions/Pages/default.aspx>)

Special Admit - Concurrent Enrollment (</student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx>)

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Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>)

Graduation (</student-services/counseling/Pages/Graduation.aspx>)

Financial Aid (</student-services/financial-aid/Pages/default.aspx>)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx)

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[Accreditation \(/about/accreditation\)](#)

[Accessibility \(/pages/accessibility.aspx\)](#)

[Directory \(/about/directory\)](#)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](#)

[Employment Opportunities
\(/about/employment\)](#)

[Privacy Policy \(/pages/privacy-policy.aspx\)](#)



COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling

Academic Counseling

LIMITED IN-PERSON OFFICE HOURS AVAILABLE MON, WED & THURS - 9am to 4pm

Counselors are available in-person in the Welcome Center to assist students with class selection and registration - Mon, Wed, Thurs 9am to 4pm. They are also available via phone calls and emails. Current students can email their counselor directly. If you don't know your counselor's email or who your counselor is, please email: lccounseling@lassencollege.edu or call (530) 251-8842. Brand new or returning students should complete the New Student steps first (see info below). Email lccounseling@lassencollege.edu when completed or if you have questions or need help.

Welcome to the Lassen College Counseling Office! Our academic counselors are available to assist students with course selection, evaluating transcripts, developing vocational and educational plans, and identifying and solving problems which may interfere with academic progress.

COUNSELING SERVICES

- Assistance with choosing a major

- Help with course selection - adding and dropping classes
- Creating an Education Plan
- Assistance with accessing academic support services

OFFICE HOURS - We are currently meeting students in the Welcome Center - Mon, Wed, Thurs 9am to 4pm.

Counselors are available for **walk-in** visits **8:00am - 4:00pm** Mon - Fri. Comprehensive Education Plans require an appointment. The Counseling Office is located in the Student Services Building.


NEW STUDENTS

All the information on how to become a student is on our NEW STUDENTS (/new-students/Pages/default.aspx) page. When meeting with a counselor, please bring any transcripts or testing scores you have, so course placement can be determined.

Bring to Counseling:

- High school transcripts and/or transcripts from any other college you have attended (unofficial is okay)
- SAT, ACT, AP, CLEP or EAP test scores

STUDENTS TRANSFERRING FROM ANOTHER COLLEGE

In order to have your coursework from another college evaluated, please have OFFICIAL transcripts sent to: Lassen College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130. Then complete and return the Transcript Evaluation Request.  Transcript Eval Request form.pdf (/student-services/counseling/Documents/Transcript%20Eval%20Request%20form.pdf)

DEGREES AND CERTIFICATES OFFERED AT LASSEN

Choosing a degree or certificate can be difficult. Take a Career, Interest and Skills survey at the **Career & Transfer Center**. This survey can help you determine the right career or major for you. Bring the results when you meet with your counselor. This list of our DEGREES & CERTIFICATES (/student-services/counseling/Documents/DEGREES%20offered%20at%20LCC.pdf) will get you started. You can also pick up curriculum guides for every degree/certificate we offer from the racks outside the Counseling Office.

CURRENT STUDENTS

It's best to meet with your counselor at least once every semester, and more often if you are having academic or personal concerns. Be sure to make an appointment for a comprehensive Education Plan during your 2nd semester.

More Information and FREQUENTLY ASKED QUESTIONS (</student-services/counseling/Pages/Counseling-Office-FAQ.aspx>)

EDUCATION PLANS

- An Education Plan is a semester by semester guide to ensure you are taking all the classes you need to complete your degree or certificate.
- An Ed Plan prevents you from taking classes you don't need - saving you time and money.
- A comprehensive Ed Plan should be completed by your second semester at Lassen College.
- Appointments for Ed Plans are made in Sept/Oct (Fall Semester) and Feb/March (Spring Semester)

Related Links/Forms

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>) - Transferring to 4-year schools

Graduation (</student-services/counseling/Pages/Graduation.aspx>) - Getting your diploma

List of Degrees (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

CTE-2+2 forms (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

Credit for Prior Learning (</student-services/counseling/Documents/Credit%20for%20Prior%20Learning.pdf>)

Petition to Graduate (</student-services/counseling/Documents/Petition%20to%20Graduate.pdf>)

Release of Information (</student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf>)

Transcript Evaluation Request (</current-students/Documents/Transcript%20Eval%20Request%20form.pdf>)

Contact Information

Office Phone: 530.251.8842

FAX: 530.251.8885

Email: lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu)

APPLY NOW
(/PAGES/CCCAPPLY.ASPX)

ORDER TRANSCRIPTS
([HTTPS://SECURE.STUDENTCLEARINGHOUSE.ORG/TSORDER/SCHOOLWELCOME?FICODE=00121700](https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficode=00121700))

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSENOCOLLEGE.EDU/WEBADVISOR/WEBADVISOR?TYPE=P&PID=ST-WESTS12A](https://webadvisor.lassencollege.edu/webadvisor/webadvisor?type=p&pid=st-west12a))

Admissions (/student-services/admissions/Pages/default.aspx)

Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

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Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>)

Graduation (</student-services/counseling/Pages/Graduation.aspx>)

Financial Aid (</student-services/financial-aid/Pages/default.aspx>)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (</student-services/financial-aid/institutional-aid-programs/Pages/default.aspx>)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



(/)

NEW STUDENTS

Lassen College (/Pages/Home.aspx) » New Students

New Students

FALL SEMESTER BEGINS AUGUST 16th - REGISTER NOW FOR BEST CLASS SELECTION!

Before you can register for classes, you must complete *at least* STEPS 1-3 listed below.

**Once complete, or if you need help, please contact the Counseling Office at
lccounseling@lassencollege.edu or call (530) 251-8842.**

Dates & Deadlines (/academics/Pages/Dates-And-Deadlines.aspx)

Academic Calendar (/academics/Documents/Academic-Calendars/2019%20-%202020%20%20Academic%20Calendar.pdf)

STEPS TO BECOME A STUDENT

1. Complete the online Application for Admission
2. Login to MyLassen – the LCC Student Portal
3. Complete the online MANDATORY New Student Orientation
4. Contact Financial Aid
5. Complete Career Interest Survey in the Career & Transfer Center (not available during COVID-19 closure)
6. Meet with a counselor - bring high school &/or other college transcripts - Counselors are available Mon, Wed, & Thurs - 9:00am to 4:00pm in the Welcome Center. Counselors are also available via email or phone call.
7. Register for classes - counselors will assist you in registering in-person online or through email
8. Optional – Have OFFICIAL transcripts from other colleges evaluated by completing the Transcript Evaluation Request form (/get-started/Documents/Transcript%20Evaluation%20Request.pdf).

[More information on how to GET STARTED](/get-started/Pages/default.aspx) (/get-started/Pages/default.aspx)

DEGREES & CERTIFICATES AT LASSEN COLLEGE

- Vocational & Career Technical Education (</academics/divisions/Pages/default.aspx>)
- Programs & Degrees (</academics/programs/Pages/default.aspx>)
- Degrees designed for Transfer (</student-services/counseling/Pages/Transfer-Degrees.aspx>)

COST OF ATTENDENCE (not including any financial aid)

Tuition & Fees Page (</student-services/admissions/Pages/Tuition-and-Fees.aspx>)

HIGH SCHOOL/SPECIAL ADMIT STUDENTS (Concurrent Enrollment)

Taking colleges classes is **FREE** for High School Students, but special procedures apply. Click for more details (</student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx>)

INTERNATIONAL STUDENTS

Get all the details on our International Student page (</student-services/admissions/Pages/International-Students.aspx>).

VETERANS

LCC has a Financial Aid tech and an academic counselor assigned to assist veterans. See more on the Veteran's page (</student-services/admissions/veterans/Pages/default.aspx>)

HOUSING

*** DUE TO COVID-19 - ON CAMPUS HOUSING IS CLOSED FOR SUMMER 2021.**

Lassen College has on-campus housing. Click Housing (</campus-life/Pages/Residence-Hall.aspx>) for more info

MORE QUESTIONS? Call (530) 251-8842

Lassen College Promotional Video (<https://youtu.be/SdbY2ikMVKA>)

APPLY NOW
([HTTPS://WWW.OPENCCCAPPLY.NET/CCCAPPLY-WELCOME?](https://www.opencccapply.net/cccapply-welcome?cccmiscode=131)
CCCMISCODE=131)

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSEN](https://webadvisor.lassencollege.edu/webadvisor/webad)
COLLEGE.EDU/WEBADVISOR/WEBAD

VISOR?TYPE=P&PID=ST-
WESTS12A)

[About the Area \(/about/about-the-area/Pages/default.aspx\)](/about/about-the-area/Pages/default.aspx)

[Map of the Campus \(/about/Pages/Campus-Map.aspx\)](/about/Pages/Campus-Map.aspx)

[Admissions and Records \(/student-services/admissions/Pages/default.aspx\)](/student-services/admissions/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Counseling Office \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Student Services \(/student-services/Pages/default.aspx\)](/student-services/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[DSPS \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[CalWORKS \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

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[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

Special Populations

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[High School Students \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[Distance Learning \(/academics/distance-learning/Pages/default.aspx\)](/academics/distance-learning/Pages/default.aspx)

[IT Help Desk \(mailto:help@lassencollege.edu\)](mailto:help@lassencollege.edu)

[College Catalogs \(/academics/Pages/College-Catalogs.aspx\)](/academics/Pages/College-Catalogs.aspx)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

Privacy Policy (/pages/privacy-policy.aspx)



(/)

GET STARTED

Lassen College (/Pages/Home.aspx) » Get Started

STEPS TO BECOME A STUDENT

1. Complete an online Application for Admission.

Click **Apply Now** to begin the 2-step application process. First create a user account, **then** sign-in to complete and submit the 9-part application. Once your application is processed, you will be emailed your **Student ID #, User Name and a temporary password.**

2. Login to MyLassen-LCC Portal.

Click on **MyLassen Portal** in the box to the right. Enter your Lassen College email address(username@cougars.lassencollege.edu) and the temporary password you received in the email. Change your password and choose security questions.

3. Complete the online New Student Orientation.

Once you have logged into the Portal, click on **New Student Orientation** in Quick Links (within the Portal) or click the box at right. **Log in and** complete each section in the HUB OVERVIEW.

4. Go to Financial Aid.

(* International Students are ineligible for financial Aid).

Fill out the **FAFSA** (Free Application for Federal Student Aid) at www.fafsa.ed.gov (<http://www.fafsa.ed.gov/>) and/or apply for the BOG waiver (CA Residents only) for your opportunity to qualify for financial aid.

5. Complete Career Interest Survey.

Visit the Career and Transfer Center to take a computerized web-based career interest survey. Results of this survey will help you and your counselor choose the best degree or certificate path for you. For more information, call the Career and Transfer Center – (530) 251-8833.

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To have OFFICIAL transcripts evaluated, complete the Transcript Evaluation Request (</get-started/Documents/Transcript%20Evaluation%20Request.pdf>).

7. Register for classes.

Complete a registration card with your counselor and submit to Admissions & Records. Online registration is also available in MYLASSEN PORTAL. Payment is due 2 business days before the term begins.

APPLY NOW
(</PAGES/CCCAPPLY.ASPX>)

MYLASSEN PORTAL
([HTTPS://MYLASSEN.LASENCOLLEGE.EDU/](https://mylassen.lasencollege.edu/))

NEW STUDENT ORIENTATION
([HTTP://ORIENTATION.LASENCOLLEGE.EDU/](http://orientation.lasencollege.edu/))

[Admissions & Records \(/student-services/admissions/Pages/default.aspx\)](/student-services/admissions/Pages/default.aspx)

[Assessment \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Counseling Office \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Housing \(/campus-life/Pages/Residence-Hall.aspx\)](/campus-life/Pages/Residence-Hall.aspx)

[Student Services - Basecamp \(/student-services/basecamp/Pages/default.aspx\)](/student-services/basecamp/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[DSPS \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[CalWORKS \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

Special Population

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[High School Students \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[Distance Learning \(/academics/distance-learning/Pages/default.aspx\)](/academics/distance-learning/Pages/default.aspx)

[ARC- Academic Resource Center \(http://lassencollege.libguides.com/ARChome\)](http://lassencollege.libguides.com/ARChome)

[Bookstore \(https://bookstore.lassencollege.edu/\)](https://bookstore.lassencollege.edu/)

[IT Helpdesk \(mailto:help@lassencollege.edu\)](mailto:help@lassencollege.edu)

[College Catalogs \(/academics/Pages/College-Catalogs.aspx\)](/academics/Pages/College-Catalogs.aspx)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



(/)

GET STARTED

Lassen College (/Pages/Home.aspx) » Get Started

STEPS TO BECOME A STUDENT

1. Complete an online Application for Admission.

Click **Apply Now** to begin the 2-step application process. First create a user account, **then** sign-in to complete and submit the 9-part application. Once your application is processed, you will be emailed your **Student ID #, User Name and a temporary password**.

2. Login to MyLassen-LCC Portal.

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[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



[Lassen Portal](#) [Student Forms](#)

Student Forms



Student Forms

Academic Services

[2020-2021 Academic Calendar.pdf](#)

[2021 Fall Finals Schedule.pdf](#)

[2021 Fall Important Dates corrected 6-28-21](#)

[2021 Summer Important Dates](#)

[2021-2022 Academic Calendar.pdf](#)

[Academic Grievance Procedures and Form.pdf](#)

[LCC Campus Map.pdf](#)

[Overlapping Classes_Alternate Time Petition](#)

Admissions and Records

[2 + 2](#)

[AB540 2015.pdf](#)

[Academic Renewal Form.pdf](#)

[Alternate Time Petition.pdf](#)

[Application for California Residency](#)

[Change of Major Form.pdf](#)

[CHANGE OF PERSONAL INFO FORM 2015.pdf](#)

[Charge Card Authorization Form](#)

[Course Audit Form](#)

[Credit by Exam Form.pdf](#)

[General Petition.pdf](#)

[International Student Application Forms](#)

[Loss of Enrollment Priority and or BOGW Fee Waiver Appeal.pdf](#)

[Maintenance Allowance Form](#)

[New Student Steps to Register](#)

[Pass/No Pass Form](#)

Counseling

[LCC DEGREES/CERTS](#)

[Petition to Graduate](#)

[Transcript_Eval_Request_Form.pdf](#)

Dorms

[2018 Spring Housing Application.pdf](#)

EOPS/CARE

[EOPS PROGRESS REPORT.pdf](#)

[EOPS-CARE APPLICATION.pdf](#)

[What happens after applying.pdf](#)

Help Desk

[How To Forward Your LCC Email Address.pdf](#)

Kinship Care

[Kinship Care Brochure.pdf](#)

Transfer Center

[Petition to Graduate](#)

[Pass-NoPass Card COVID-19 \(2\).pdf](#)

[Petition to Repeat a Course](#)

[Registration & Add/Drop Form](#)

[Registration Card fillable \(covid-19\)
\(2\).pdf](#)

[Release of Information Jan 2019.pdf](#)

[Special Admit Form 040219.pdf](#)

[Transcript Evaluation Request Form.pdf](#)

[Transcript Request Aug 2017.pdf](#)

Articulation

[IGETC.Certification 2014.doc](#)

CalWorks

[CalWORKs Application 2019.pdf](#)

[CalWORKs Student Handbook.pdf](#)

[Progress Report LCC.pdf](#)

[Release of Information Form.pdf](#)

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Student Success And Support Program

SSSP Overview



The important steps are as follows:

- **Admissions:** If you are taking this orientation, then you have already completed this step!
- **Orientation:** The purpose of this orientation is to provide you with useful information concerning college programs, services, and student rights and responsibilities.
- **Assessment:** We no longer require an assessment test to place students. Placement is based on Multiple Measures such as High School GPA, SAT/ACT test scores, and a comprehensive conversation about the students' ability and determination.
- **Counseling:** The Counseling Office provides services to help you define and achieve your academic, career, and personal goals. Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling. To have OFFICIAL transcripts evaluated, complete the [Transcript Evaluation Request form](#).
- **Registration:** Once you complete all the previous steps, you will be able to register for classes. You can do this online or in person at Admissions and Records.





COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling

Academic Counseling

LIMITED IN-PERSON OFFICE HOURS AVAILABLE MON, WED & THURS - 9am to 4pm

Counselors are available in-person in the Welcome Center to assist students with class selection and registration - Mon, Wed, Thurs 9am to 4pm. They are also available via phone calls and emails. Current students can email their counselor directly. If you don't know your counselor's email or who your counselor is, please email: lccounseling@lassencollege.edu or call (530) 251-8842. Brand new or returning students should complete the New Student steps first (see info below). Email lccounseling@lassencollege.edu when completed or if you have questions or need help.

Welcome to the Lassen College Counseling Office! Our academic counselors are available to assist students with course selection, evaluating transcripts, developing vocational and educational plans, and identifying and solving problems which may interfere with academic progress.

COUNSELING SERVICES

- Assistance with choosing a major

- Help with course selection - adding and dropping classes
- Creating an Education Plan
- Assistance with accessing academic support services

OFFICE HOURS - We are currently meeting students in the Welcome Center - Mon, Wed, Thurs 9am to 4pm.

Counselors are available for **walk-in** visits **8:00am - 4:00pm** Mon - Fri. Comprehensive Education Plans require an appointment. The Counseling Office is located in the Student Services Building.


NEW STUDENTS

All the information on how to become a student is on our NEW STUDENTS (/new-students/Pages/default.aspx) page. When meeting with a counselor, please bring any transcripts or testing scores you have, so course placement can be determined.

Bring to Counseling:

- High school transcripts and/or transcripts from any other college you have attended (unofficial is okay)
- SAT, ACT, AP, CLEP or EAP test scores

STUDENTS TRANSFERRING FROM ANOTHER COLLEGE

In order to have your coursework from another college evaluated, please have OFFICIAL transcripts sent to: Lassen College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130. Then complete and return the Transcript Evaluation Request.  Transcript Eval Request form.pdf (/student-services/counseling/Documents/Transcript%20Eval%20Request%20form.pdf)

DEGREES AND CERTIFICATES OFFERED AT LASSEN

Choosing a degree or certificate can be difficult. Take a Career, Interest and Skills survey at the **Career & Transfer Center**. This survey can help you determine the right career or major for you. Bring the results when you meet with your counselor. This list of our DEGREES & CERTIFICATES (/student-services/counseling/Documents/DEGREES%20offered%20at%20LCC.pdf) will get you started. You can also pick up curriculum guides for every degree/certificate we offer from the racks outside the Counseling Office.

CURRENT STUDENTS

It's best to meet with your counselor at least once every semester, and more often if you are having academic or personal concerns. Be sure to make an appointment for a comprehensive Education Plan during your 2nd semester.

More Information and FREQUENTLY ASKED QUESTIONS (</student-services/counseling/Pages/Counseling-Office-FAQ.aspx>)

EDUCATION PLANS

- An Education Plan is a semester by semester guide to ensure you are taking all the classes you need to complete your degree or certificate.
- An Ed Plan prevents you from taking classes you don't need - saving you time and money.
- A comprehensive Ed Plan should be completed by your second semester at Lassen College.
- Appointments for Ed Plans are made in Sept/Oct (Fall Semester) and Feb/March (Spring Semester)

Related Links/Forms

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>) - Transferring to 4-year schools

Graduation (</student-services/counseling/Pages/Graduation.aspx>) - Getting your diploma

List of Degrees (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

CTE-2+2 forms (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

Credit for Prior Learning (</student-services/counseling/Documents/Credit%20for%20Prior%20Learning.pdf>)

Petition to Graduate (</student-services/counseling/Documents/Petition%20to%20Graduate.pdf>)

Release of Information (</student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf>)

Transcript Evaluation Request (</current-students/Documents/Transcript%20Eval%20Request%20form.pdf>)

Contact Information

Office Phone: 530.251.8842

FAX: 530.251.8885

Email: lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu)

APPLY NOW
(/PAGES/CCCAPPLY.ASPX)

ORDER TRANSCRIPTS
([HTTPS://SECURE.STUDENTCLEARINGHOUSE.ORG/TSORDER/SCHOOLWELCOME?FICODE=00121700](https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficode=00121700))

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSENOCOLLEGE.EDU/WEBADVISOR/WEBADVISOR?TYPE=P&PID=ST-WESTS12A](https://webadvisor.lassencollege.edu/webadvisor/webadvisor?type=p&pid=st-west12a))

Admissions (/student-services/admissions/Pages/default.aspx)

Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

International Students (/student-services/admissions/Pages/International-Students.aspx)

Veterans (/student-services/admissions/veterans/Pages/default.aspx)

Basecamp (/student-services/basecamp/Pages/default.aspx)

CalFresh Outreach (/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

CalWORKs (/student-services/basecamp/CalWorks/Pages/default.aspx)

CARE (/student-services/basecamp/care/Pages/default.aspx)

DSP&S (/student-services/basecamp/dsps/Pages/default.aspx)

EOP&S (/student-services/basecamp/eops/Pages/default.aspx)

Foster Youth (/student-services/basecamp/foster-youth/Pages/default.aspx)

Kinship (/student-services/basecamp/kinship/Pages/default.aspx)

TRIO TRACS (/student-services/basecamp/trio-tracs/Pages/default.aspx)

Counseling (/student-services/counseling/Pages/default.aspx)

Career & Transfer Center (</student-services/counseling/career-and-transfer-center/Pages/default.aspx>)

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>)

Graduation (</student-services/counseling/Pages/Graduation.aspx>)

Financial Aid (</student-services/financial-aid/Pages/default.aspx>)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (</student-services/financial-aid/institutional-aid-programs/Pages/default.aspx>)

State Aid Programs (</student-services/financial-aid/state-aid-programs/Pages/default.aspx>)

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Counseling Office

Lassen Community College

PO Box 3000 Susanville, CA 96130

Phone: (530) 251-8842 - Fax: (530) 251-8885 email: evaluator@lassencollege.edu

Transcript Evaluation Request

Instructions: Complete this form if you have completed coursework at any college AND you have submitted official transcripts for colleges previously attended to Lassen Community College. Once completed, submit this form to the Counseling Office, by fax, email, or mail – see above.

Step 1 – Student Information

Date Completed: _____

Last Name: _____ First Name: _____ Prior Last Name(s): _____

LCC Student ID #: _____ Phone #: _____ Email: _____

Mailing Address: Street: _____ City: _____ State: _____ Zip: _____

Step 2 – Transcript Information

You must submit all official transcripts to the Admissions and Records office. Requests will not be processed until all transcripts are submitted and received and this request form is complete. Please list colleges you attended below:

Transcript #1 from: _____ Transcript #3 from: _____

Transcript #2 from: _____ Transcript #4 from: _____

Advanced Placement Exam: _____ IB or CLEP: _____

** Foreign transcripts must be submitted to an independent evaluation agency for U.S. equivalencies and then submitted to our Admissions and Records Office.

*** You **DO NOT** need to have official transcripts evaluated to meet a prerequisite for a course you are trying to enroll in. Please contact the Counseling Office at (530)251-8842 for prerequisite questions.

Step 3 – Evaluation Information

LCC Associate Degrees and Certificates: Please check below and list major

- Associate Degree for Transfer Major: _____
- Associate Degree Major: _____
- Certificate Major: _____

- LCC Vocational Nursing Program:
- Prerequisites
 - Associate Degree General Education

- Transfer Certifications:
- CSU GE
 - IGETC

Upon completion of the Transcript Evaluation, an email will be sent to you. If you have any questions, please contact the Counseling Office at 530-251-8842 or evaluator@lassencollege.edu.

Transcript Evaluation Information

Evaluations are processed within 2 to 4 weeks, not including open registration or graduation periods. Students must have applied to Lassen College and have an LCC ID number to qualify for a transcript evaluation.

Official Transcripts from all regionally accredited colleges and/or universities must be on file before an evaluation will occur. It is the responsibility of the student to provide official transcripts, photocopies will not be accepted. AP exam results and IB or CLEP documentation is needed to be considered for credit.

Equivalencies are granted based on course description and content comparison. If Lassen Community College does not offer a comparable course, other resources are used to determine transferability. These additional resources are ASSIST- the official repository of articulation for California's colleges and universities, and TES/CollegeSource.

Transcript Evaluation FAQ's

1. Do I need to have my former transcripts evaluated?

If you are planning to complete a Certificate or Degree at Lassen Community College, you should have your transcripts evaluated. If you are not pursuing a certificate or degree, you do not need to submit transcripts for an evaluation.

2. What is required for a transcript to be evaluated?

All of the following:

- A sealed official transcript must be submitted, or electronically submitted from the college
- Submit a completed Transcript Evaluation Request form
- Must have applied to Lassen Community College and have an ID number
- Previously attended institutions must be regionally accredited in order to receive transfer credit

3. Where do I have my transcripts sent to?

Lassen Community College, Admissions and Records, PO Box 3000, Susanville, CA 96130

4. Where do I send my Transcript Evaluation Request form?

Mail to: Lassen Community College, Counseling Office, PO Box 3000, Susanville, CA 96130

Email to: evaluator@lassencollege.edu

Fax to: 530-251-8885



LCC

LASSEN COMMUNITY COLLEGE



2021-2022 CATALOG

LASSEN COLLEGE ACADEMIC CALENDAR

2021-2022

June 2021			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

SUMMER SESSION (2021)

First 4 Weeks (6/7 - 7/2)

Second 4 Weeks (7/6 - 7/30)

8 Week (6/7 - 7/30)

FALL SEMESTER BEGINS

★ CLASSES START

SPRING SEMESTER BEGINS

★ CLASSES START

NO CLASSES- CAMPUS OPEN

8/2-8/10, 12/17-12/23

1/4-1/12, 5/31-6/3

PROFESSIONAL DEVELOPMENT

"FLEX" - NO CLASSES

8/11, 8/12, 8/13

1/13, 1/14, 2/17, 3/16

CONVOCATION - NO CLASSES

9/1, 2/1

CAMPUS CLOSED (CSEA "Holidays")

11/26, 12/27-12/30, 4/15

SPRING BREAK

4-11-4/14

HOLIDAYS

7/5, 9/6, 11/11, 11/25, 12/24, 12/31

1/3, 1/17, 2/18, 2/21, 5/30

FINALS WEEK

COMMENCEMENT (5/27)

SUMMER SESSION (2022)

First 4 Weeks (6/6-7/1)

Second 4 Weeks (7/5-7/29)

8 Week (6/6-7/29)

TEACHING DAYS

FALL (84 days)

SPRING (84 days)

CONVOCATION (2 days)

FLEX DAYS (7 days)

TOTAL

8/11

8/16

1/13

1/18

8/2-8/10, 12/17-12/23

1/4-1/12, 5/31-6/3

8/11, 8/12, 8/13

1/13, 1/14, 2/17, 3/16

9/1, 2/1

11/26, 12/27-12/30, 4/15

4-11-4/14

7/5, 9/6, 11/11, 11/25, 12/24, 12/31

1/3, 1/17, 2/18, 2/21, 5/30

6/6-7/1

6/6-7/29

6/6-7/29

84

84

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Message from the Superintendent/President

Welcome to Lassen Community College!

We are glad you are here and can assure you that you will never regret the decision to pursue an educational goal. As your partner on this journey ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed. Between our faculty, staff, and administrative teams you will find a wealth of support. Do not fail to ask for help. If you reach out, someone will assist you. It is an aspect of what we do that we take great pride in as an institution.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy the experience—it will be one of the most important of your life.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD, President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencollege.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.



Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a Catalyst for the region's image, economy, and human capital, and an example of a "we can" culture of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - A trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The Civic and Social Leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Students needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/ Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication



Table of Contents

Academic Calendar.....	Inside Front Cover
General Information.....	5
Enrollment Process/Admissions and Registration	7
Academic Policies, Student Grades, and Records.....	12
Student Rights, Freedoms and Responsibilities.....	18
College Services	22
Financial Aid and Scholarships.....	27
Definition of College Terms.....	30
Program/Degrees and Certificates	32
Career Pathways.....	33
High School Equivalency Preparation.....	57
Course Descriptions.....	88
Noncredit Course Descriptions	139
Administration, Board of Trustees, Faculty and Staff.....	142
Index.....	149

NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: <http://www.boarddocs.com/ca/lccca/board.nsf/public>.

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: www.lassencollege.edu.

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access
- A trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social leader in the community

Mission Statement

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education AP 4025

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accic.org.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.

For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include: major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements:** All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements:** A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lassencollege.edu. The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called “Matriculation” assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.



Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, *then* sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, Username and temporary password**. Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid*) at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school, college, and/or military transcripts for LCC Counselor

Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling.

CSU Advanced Placement chart at: <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

IGETC Advanced Placement chart at: <https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

CLEP chart at: https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations*

International Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

STEP 8 – Evaluation of other college course work

Please complete the Transcript Evaluation Request form here is the link: <http://www.lassencollege.edu/get-started/Documents/Transcript%20Evaluation%20Request.pdf>

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
 - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
 - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success “BOOTCAMP” Student Orientation**-August 2nd - 13th, 2021
- **Get your Books at** <http://bookstore.lassencollege.edu>

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 – lcccareertransfer@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at www.lassencollege.edu select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Military Transcripts- Military transcripts can be evaluated by providing an official copy to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130.

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the **International Application for Admission** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to www.lassencollege.edu Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: <http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx>

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 81of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
 - a. not be claimed on parent or guardian's income tax return for the school year;
 - b. not receive more than \$750 in support from parents or guardians in any one year;
 - c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the CSSO with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the CSSO shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic

Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional \$1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: www.lassencollege.edu, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more\$46 per unit
0.5 units\$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee \$316 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee\$92 per unit
0.5 units, including Enrollment Fee\$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption—AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
 - Graduation or attainment of a high school equivalency from a California high school.
- Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate’s degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235 Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... \$5.00
 Full time students - 12 or more units..... \$7.50

Summer Session

Part time students – 0 to 5.5 units..... \$3.50
 Full time students – 6 or more units..... \$5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional \$3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- \$5 per Official Transcript request – please allow five (5) business days.
- \$10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- \$15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - www.lassencollege.edu.

Student Representation Fee

This is an optional fee of \$1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to <http://bookstore.lassencollege.edu> to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

- 1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
- 2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
- 3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of

notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

The last day to add or drop a course is advertised as Important Dates every term in your portal and on our website.

Adding Courses - There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is \$15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetition opportunities for the course and have met all prerequisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 10 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
 - a. Satisfactory grade as indicated by a grade of A, B, or C.
 - b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).

or

 - c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
 - 1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,
 - 2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)
 - d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.
2. **Student Repetition– Unsatisfactory Grade Received**

- a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
 - b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.
3. **Exceptions that permit additional enrollments:**
- a. A satisfactory grade may or may not have been recorded; and
 - b. Required for legally mandated training; or
 - c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
 - d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure. Documentation is required from agency to repeat course or
 - e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
 - f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
- a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
 - b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
 - c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
 - d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at www.lassencollege.edu or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and

promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student’s grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student’s work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student’s transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an “I” symbol being entered in a student’s record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I”, the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the “I” grade. This record must be given to the student with a copy on file with the registrar until the “I” is made or the time limit has passed.

IP - In Progress Grade – The “IP” symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an “IP” at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student’s permanent record

of the course.

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

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student.** This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is

not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit (Credit for Prior Learning AP4235)

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235. The California State University (CSU) and University of California (UC) campuses award Advanced Placement credit to general education. Please see the appropriate links <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

<https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

Each CSU and UC campus determines how they use AP credit in the major. Please see chart as to how Lassen College awards AP credit to meet general education credit.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor. The California State Universities requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system issues CLEP credit for general education yet each campus determines how it will apply external examinations toward credit in the major. Please click on CSU link to see how they award CLEP credit, <https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx#:~:text=The%20CSU%20requires%20a%20passing%20score%20of%20at,apply%20external%20examinations%20toward%20credit%20in%20the%20major> Please see chart on how Lassen College awards general education credit.

Please meet with your counselor if you have any questions.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).

Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).

Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation:** A student who has attempted at least 12 semester units at Lassen College as shown by the official academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.
2. **Progress Probation:** A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of "W", "I" and "NP" are recorded reaches or exceeds fifty percent from Lassen College units.
3. **Removal of Academic Probation:** A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation:** A student on progress probation because of an excess of units for which entries of "W", "I" and "NP" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal:** A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal:** A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of "W", "I" and "NP" are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal:** Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters' absence upon petition to the Vice President of Student Services and approval.

Unit of Work

College work is measured in terms of the "semester unit". A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under "Course Descriptions".

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

The Associated Student Body (ASB) is the representative body of Lassen Community College students. All currently enrolled Lassen Community College students who have purchased a current ASB card shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant's discounts.

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA). Eligibility Criteria:

1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.

Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through various student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email tupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure** - Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College authorizes the establishment of procedures through which students can resolve issues concerning potential violations of their rights related to alleged misinterpretation, misapplication, or violation of specific district policies. These procedures are outlined in the following Board Policies: AP 4236 and AP 5530.

Any student who has a grievance related to college instruction or student services (other than an alleged criminal or discriminatory violation) should make a reasonable effort to resolve the matter on an informal basis prior to submitting a formal "statement of grievance". If not resolved at this level, students have the option of writing and sending a complaint via an online grievance portal. A link to this portal is available on the LCC main webpage. Complaints or grievances that are academic in nature, as well as alleged violations related to financial aid, student accounts, illegal discrimination, and/or Title IX (sexual misconduct, sexual harassment, etc.)

may be documented and submitted via the online portal. Once a complaint is submitted, it will first be retrieved and reviewed by the Office of Human Resources and will be dealt with by HR or sent to the appropriate area administrator to address the issue.

Students will be contacted within ten days of a submitted complaint, and will be given further directions as needed. Usually it will be required to meet with the appropriate educational administrator to discuss resolution of the grievance. After a discussion and/or written correspondence with the appropriate administrator, an attempt will be made to resolve the grievance, and the administrator will render a decision and notify the student no later than ten school days later.

If a student is not satisfied with the decision rendered, they may appeal within ten school days to have their case reviewed by the Grievance/Appeals Committee. The student has a right to appear before the committee at some point during its deliberations to present relevant witnesses or information concerning their grievance. The committee shall render a decision within ten school days of its meeting, and the decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 21USC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at <http://lassencollege.libguides.com> or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency

- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.



BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

• CalWORKs

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

• Career and Transfer Center – Student Services/Vocational Trades Building

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at <http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx> or by calling (530) 251-8833.

• DSPS - Disabled Student Programs & Services

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:

www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

• EOP&S - Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Develop Educational Plans
- Book Grants and Book Lending
- Progress Reporting
- Transfer Assistance/Fee Waivers
- 4 year college campus tours
- Health & ASB Fees Paid
- Meal tickets
- Gas Cards
- School supplies
- Priority Registration
- Various Support Services
- Caps and Gowns
- Lap Top Loans
- Tutoring
- Computer Lab

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• **CARE - Cooperative Agencies Resources for Education**

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• **Foster Youth Services Success Initiative (FYSI)**

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• **Kinship Care**

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• **Orientation and Student Success**

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

• **TRIO TRACS” at Lassen College**

TRIO Student Support Services (SSS) is a federally-funded program and is called “TRIO TRACS” at Lassen College. It supports college success for low-income and first-generation college students, as well as students with disabilities. It provides academic counseling, personal coaching, workshops, fieldtrips, and other support necessary for eligible students to persist at LCC and to reach

their educational goals. The TRIO TRACS Program can make college less difficult by helping students with college coursework, exploring career options, and managing life's demands. TRIO is actively engaged in creating a positive caring community that promotes diversity, leadership, and student success.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at www.assist.org, the website for ASSIST, California's

official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on “Financial Aid and Scholarships” in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program. In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Monday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well. Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations. The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday- Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM. The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to fbeaujon@lassencollege.edu or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at fbeaujon@lassencollege.edu

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of “B” or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions

and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. "Credit by Exam" is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.

For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran's Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran's Certifying Official is a liaison between the Veteran's Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran's counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to the Evaluation of Educational Experience in the Armed Services", published by the American Council on Education.

Lassen Community College will grant college credit if the person has served at least six months in active service.

Active duty personnel should submit a copy of DD295 (veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on-line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll only in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student's aid has been verified and awarded it is the student's responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients' SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.

In accordance with Federal Student Aid regulations, SAP procedures measure each student's progress three unique ways qualitative, quantitative and incremental. Student's failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living With Parent		Student Living On Campus		Student Living Off Campus	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ \$46/unit & \$12.50/term)	\$1,130	\$565	\$1,130	\$565	\$1,130	\$565
Books & Supplies	\$1,126	\$563	\$1,126	\$563	\$1,126	\$563
Food	\$9,082	\$4,541	\$7,098	\$3,549	\$5,572	\$2,786
Housing	\$0	\$0	\$3,000	\$1,500	\$11,182	\$5,841
Transportation	\$1000	\$500	\$342	\$171	\$918	\$459
Personal	\$3,276	\$1,638	\$2,638	\$1,319	\$3,844	\$1,9222
TOTAL COA	<u>\$15,614</u>	<u>\$7,077</u>	<u>\$15,334</u>	<u>\$7,667</u>	<u>\$24272</u>	<u>\$12,136</u>
Out of State						
Tuition (\$270/unit)	\$6,480	\$3,240	\$6,800	\$3,240	\$6,480	\$3,240
TOTAL COA Out of State	<u>\$22,094</u>	<u>\$11,047</u>	<u>\$21,814</u>	<u>\$10,907</u>	<u>\$30,752</u>	<u>\$15,376</u>

*Resident Tuition is \$46.00 per unit. Non-Resident Tuition is \$326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units 100%, 9-11.5 units 75%, 6-8.5 50%, and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- **Federal Assistance Programs**

Federal Pell Grant is a federally funded entitlement aid program providing from \$600 to \$6,495 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)** is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding

is available and is intended to supplement Pell Grant funding.

- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least half-time.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**

The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least \$1,104.00 of need as measured by the filing of a FAFSA.

Students must reapply each school year.

Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov

SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.

- **Cal Grant B/C** - Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.

- **Student Success Completion Grant (SSCG)**

The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of \$1,298 annually at \$649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of \$4,000 annually at \$2,000 per semester for eligible students who enroll and attend 15 units or more per term.

Eligibility Criteria

- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG

The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like www.fastweb.com can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least one year old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate

degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery:** Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course** – A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course** - A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is

required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College

Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics

Certificate of Accomplishment in Electrical
Certificate of Completion in Automotive Chassis and
Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

General Education Transfer Certificates

Certificate of Achievement California State University General
Education
Certificate of Achievement in Intersegmental General
Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Lassen College Career Pathways

For additional Career information please reach out to our Career/Transfer Center at
lcccareertransfer@lassencollege.edu.



Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

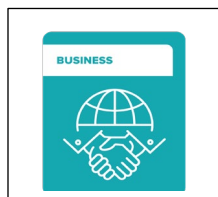
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Agriculture Animal Science AS-T • Agriculture Business AS-T • University Studies Agriculture Science AA 	<ul style="list-style-type: none"> • Agriculture Science & Technology AS 	<ul style="list-style-type: none"> • Agriculture Science & Technology CA 	<ul style="list-style-type: none"> • Animal Science COA • Agriculture Business COA • Horsemanship COA • Agriculture Irrigation COA



Arts & Humanities

The Arts and Humanities Career Pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

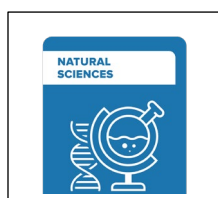
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> English AA-T History AA-T Studio Arts AA-T University Studies Humanities AA 	N/A	N/A	N/A



Business

If you choose the Business Career Pathway, you will explore careers opportunities such as accounting, finance, management, leadership, human resource management, and economic concepts. This pathway will prepare students to enter the workforce or continue their education at a four year university. Examples of careers f in this area may include data entry/word processing, Information Technician (IT) specialist, Database administrator, help desk technician, bookkeeper, administrative assistant, and frontline management Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

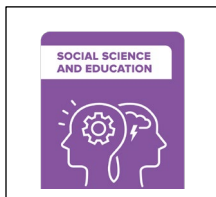
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
<ul style="list-style-type: none"> Business Administration AS-T Economics AS-T 	N/A	<ul style="list-style-type: none"> Administrative Office Technician CA Small Business Management CA 		<ul style="list-style-type: none"> Information Technician (IT) Support Professional



Natural Science

The Natural Science Career Pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. This pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, Geographic Information System (GIS) technician, and other careers in the scientific realm.

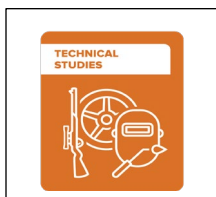
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Biology AS-T Kinesiology AS-T University Studies: Natural Science AA University Studies: Physical Education AA 	<ul style="list-style-type: none"> General Studies Natural Science AA General Studies Physical Education 	<ul style="list-style-type: none"> Geographic Information Systems 	N/A



Social Sciences & Education

This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway will prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, or human services paraprofessional. If you decide to transfer to a four year university you could earn employment as a social worker, primary/secondary teacher, sociologist researcher, or college counselor.

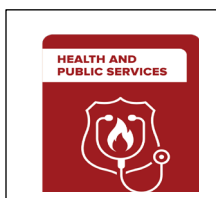
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Early Childhood Education AS-T • History for Transfer AA-T • Psychology for Transfer AA-T • Sociology for Transfer AA-T • University Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development AA • General Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development CA 	<ul style="list-style-type: none"> • Child Development Associate Teacher COA



Technical Studies

The Technical Studies Pathway allows you to learn by doing and focus on automotive, gunsmithing and welding. This pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
N/A	<ul style="list-style-type: none"> • Automotive Technology AS • Firearms Repair AS • General Gunsmithing AS • Welding Technology AS 	<ul style="list-style-type: none"> • Advanced Mechanics CA • Engine Repair CA • Firearms Repair CA • General Gunsmithing CA • Welding Technology 1-yr CA • Welding Technology 2-year CA 	<ul style="list-style-type: none"> • Basic Mechanics COA • Electrical COA • Long Guns COA • Machinist & Metal Finishing COA • Pistolsmith COA • Riflesmith COA • Welding Technology COA 	<ul style="list-style-type: none"> • Automotive Chassis and Maintenance COC



Health & Public Service

This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, dietician supervisor in a public safety service field, or college instructor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Administration of Justice AS-T Nutrition & Dietetics AS-T University Studies Allied Health AA 	<ul style="list-style-type: none"> Administration of Justice AA Fire Technology AS Vocational Nursing AS 	<ul style="list-style-type: none"> Administration of Justice CA Fire Technology CA Medical Assisting CA Vocational Nursing CA Basic Wildland Firefighter CA 	<ul style="list-style-type: none"> Administration of Justice COA Medical Assisting Administrative COA Medical Assisting Clinical COA

Graduation:

Graduation is a time to celebrate achieving your academic accomplishment. Lassen College holds one graduation at the close of the spring term. Please submit your Petition to Graduate Form, found in your portal under forms, to the Counseling Office on or before the 10th week of the semester of graduation. This form must be submitted in order to participate in graduation and to receive your diploma. Nursing graduation is a separate, additional event for the nursing students. Please contact the nursing department for date and time.

Transfer:

If you are a student interesting in transferring to a four year institution please reach out to your counselor. It is critical to create an educational plan in order to adequately prepare to the institution of your choice. The Career/Transfer Center can assist you with career, program, and university exploration. A College/Career fair is hosts the annual event to help you explore a variety of opportunities on your journey.

Application assistance is provided as many institutions require you to apply 10 months before you intend to transfer. Please reach out to our Career/Transfer Center at lcctransfer@lassencollege.edu.

Degrees and Certificates

Philosophy and Criteria for Associate Degree & General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP4025 Title V section 55061)

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

- Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
- Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
- A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
- Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
 - Natural Science (3 Units)
 - Social and Behavioral Sciences (3 Units)
 - Humanities (3 Units)
 - Language and Rationality
 - English Composition (3 Units)
 - Communication and Analytical Thinking (3 Units)
 - Health and Physical Activities (3 Units)
- Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student

must meet the math competency requirement. This requirement may be satisfied by either:

A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.

6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
 - A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivalent from an accredited college or university
 - B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
 - C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.



Associate Degree
for Transfer
A Degree with a Guarantee.™

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

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

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

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from 16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office. 8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20

Anthropology 1

Biology 1, 4, 10, 20, 25, 26, 32, 32L

Chemistry 1A, 1B, 8, 45

Geology 1, 5

Physical Science 1

Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20

Agriculture 2

Anthropology 2

Business 22

Child Development 31

Economics 10, 11

Ethnic Studies 1

Geography 2

History 14, 15, 16, 17

Political Science 1

Psychology 1, 5, 6, 18, 31, 33

Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 19A
25, 30, 36A

English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34

Film 1

History 14, 15, 16, 17

Humanities 1, 2

Interdisciplinary Studies 1, 2

Music 6, 7, 12

Philosophy 1, 10

Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition

English 1, 9

D2. Communication and Analytical Thinking

Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities

Biology 25, 26

Child Development 12, 22, 31

Counseling & Guidance 1

Health 2, 25

Human Services 30

Psychology 1, 18, 31, 33

Sociology 3

Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS
49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE
1, & WE 2

E2. Physical Activities

(If the 3 units are taken in Physical Education (PE) or
Physical Education Activities Courses (PEAC), the student
must take at least 2 different courses.)

Agriculture 21B, 22

Physical Education 15

Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A,
5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D,
34, 44

AREA F Ethnic Studies (at least 3 units)

Please see a counselor to determine the best way to complete this requirement.

For General Education Transfer Curriculum (CSU/IGETC) See Pages 64-65

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer
Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade of 2.0: 18 Units

Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0

AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

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Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units

Total Core Units: 27 units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 16	Supervision in Law Enforcement	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 35	Investigative Techniques	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 14	Juvenile Procedures	3.0			
AJ 20	Criminal Law	3.0	AJ 52A	Arrest Methods and Procedures	2.5
AJ 23	Criminal Evidence	3.0	AJ 52B	Firearms P.C. 832	0.5
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

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Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 11	Youth Gangs in America	3.0
AJ 14	Juvenile Procedures	3.0	AJ 16	Supervision in Law Enforcement	3.0
AJ 20	Criminal Law	3.0	AJ 35	Investigative Techniques	3.0
AJ 23	Criminal Evidence	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0	AJ 52A	Arrest Methods and Procedures	2.5
			AJ 52B	Firearms P.C. 832	0.5

Certificate of Accomplishment Administration of Justice

Total Units for Certificate of Accomplishment

Required Core Courses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 24	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies:
 Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhance their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and
Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide
Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree University Studies:

Emphasis in Agriculture Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units	AGR 40	Basic Agricultural Mechanics	3.0
AGR 1	Agricultural Accounting	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 2	Agricultural Economics	3.0	Completion of either the CSU General Education or IGETC Option		
AGR 10	Introduction to Animal Science	3.0	Remaining Units to Total 60 Units may be selected from		
AGR 13	Feeds and Feeding	3.0	electives. Courses must be numbered 1 – 49.		
AGR 20	Introduction to Plant Science	4.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 21-24 Units

Required Core Units: 12-14

Course No	Course Title	Units	Required Electives: 9-10 Units		
AGR 19	Soil Science OR	3.0	AGR 1	Agricultural Accounting	3.0
CHEM 1A	General Chemistry I	5.0	AGR 3	Intro to Agricultural Business	3.0
AGR 2	Agricultural Economics	3.0	AGR 10	Intro to Animal Science OR	3.0
MATH 40	Elementary Statistics	3.0	AGR 20	Intro to Plant Science	4.0
ECON 10	Macro-Economics	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units	AGR 3	Introduction to Agriculture Business	3.0
AGR 1	Agricultural Accounting	3.0	CA 31	Computer Applications I	2.0
AGR 2	Agricultural Economics	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 20 Units

Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics <u>OR</u>	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:

Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Health

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:

Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 6 Units

The student may select 6 units from any of the following.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 3 Units

The student may select 3 units from any of the following courses to satisfy this requirement.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment:

Horsemanship: 14 Units

Course No	Course Title	Units	AGR 53	Colt Training	2.0
AGR 14	Equine Science	3.0	AGR 57	Beginning Horseshoeing	3.0
AGR 23	Western Riding and Training	2.0	AGR 51	Horsemanship	2.0
AGR 50	Basic Riding	2.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units			
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impact the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.



Allied Health

DEGREES

Emphasis in Allied Health

Associate in Arts Degree University Studies:

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Art

DEGREE

Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Program Highlights

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 24 Units

Complete the following 12 units:

Course No	Course Title	Units			
ART 1A	Two-Dimensional Design	3.0	ART 10A	Beginning Painting	3.0
ART 1B	Three-Dimensional Design	3.0	ART 23	Beginning Printmaking	3.0
ART 2	Drawing	3.0	ART 25	Graphic Design 1	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0	ART 30	Introduction to Sculpture	3.0
			ART 36A	Beginning Ceramics	3.0
Select 3 additional units from the following:			Completion of either the CSU General Education or IGETC Option		
ART 6	Survey of Art History: Prehistoric To Renaissance	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
Select 9 additional units from the following:					
ART 3	Beginning Life Drawing	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.



Automotive Technology

DEGREE

Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT

Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT

Basic Mechanics
Electrical

CERTIFICATE OF COMPLETION

Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.

As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0

AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

- 1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 20 Units

Required Core Courses: 17 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short	4.0

Block

AT 74	Engine Repair and Machining-Cylinder Heads	3.0
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Required Electives: 3 Units

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

- 1 Diagnose various automotive engine system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units

Required Core Courses: 23 Units

Course No	Course Title	Units	AT 60	Shop Management and Service Writer	2.0
AT 50	Car Care Basics	3.0	AT 66	Manual Drive Train	4.0
AT 54	Brakes	3.0	AT 68	Automatic Transmissions	3.0
AT 56	Steering and Suspension	3.0	AT 70	General Automotive Lab	2.0
AT 58	Automotive Heating and Air Conditioning	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

- 1 Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 56	Steering and Suspension	3.0
AT 54	Brakes	3.0	AT 80	Basic Electrical	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

- 1 Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
- 2 Perform automotive preventative maintenance according to industry standards
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 82	Engine Performance I	3.0
AT 80	Basic Electrical	3.0	AT 84	Engine Performance II	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

- 1 Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

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Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.



Biological Science

DEGREE

Associate in Science in Biology for Transfer
Associate in Arts University Studies:
Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist
Field Biologist
Forensic Scientist
Medical Doctor
Pharmacist
Physical Therapist
Public Health Educator
Registered Nurse
Teacher
Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	MATH 1A	Analytic Geometry and Calculus I	5.0
			PHYS 2A	General Physics I	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0	PHYS 2B	General Physics II	4.0
CHEM 1A	General Chemistry I	5.0			
CHEM 1B	General Chemistry II	5.0			

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

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Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
			ANTH 2	Cultural Anthropology	3.0
BIOL 20	Microbiology	5.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 25	Human Anatomy and Physiology I	4.0			
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.



Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and general office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

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Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 26 Units

Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

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Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Core Units: 20-23

Course No	Course Title	Units
ECON 10	Macro Economics	3.0
ECON 11	Micro Economics	3.0
MATH 40	Elementary Statistics	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0

Select two 6-9 units from the following:

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 27	Business Communications	3.0
ENGL 9	Critical Thinking and Composition	3.0
MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

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Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0

CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.

3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units	BUS 22	Business Law	3.0
BUS 2	Introduction to Business	3.0	BUS 25	Small Business Management	3.0
BUS 10	Human Resource Management	3.0	BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.



Careers

Certificate of Completion IT Support Professional

High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The IT Support Professional Certificate is designed to prepare students for an entry level job in Information Technology. The program offers five courses that cover key topics in IT support: troubleshooting, customer service, networking, system administration, security, and operating systems. Coursework includes a dynamic mix of video lectures, quizzes, and hands-on labs. Participants also will hear from Google employees with unique backgrounds and perspectives, whose own foundation in IT support served as a jumping-off point for their careers. By earning the Career Pathway Entry Certificates you will:

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in IT Support Professional

Total Hours for the Certificate of Completion in Career Pathway Entry: 150 Hours

Course No	Course Title	Hours	Course No	Course Title	Hours
CS 150	Tech Support	30	CS 153	System Administration	30
CS 151	Bits and Bytes	30	CS 154	IT Security	30
CS 152	Operating Systems	30			

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in IT Support Professional** the student will be able to:

1. Assemble a computer from scratch and install an operating system
2. Build a network layer and compile the five-layer network model
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
5. Upon completion of this course, the student will be able to describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
6. Grasp the fundamentals of computer networking, from modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting
7. Apply infrastructure service management techniques that keep all organizations up and running, like managing and configuring servers, managing cloud resources, and using industry tools to manage computers, user information, and user productivity
8. And describe a wide variety of IT security concepts, tools, and best practices, including how to safeguard data, types of network security solutions, and how to integrate a culture of security into your organization or team

Child Development

DEGREES

- Associate in Science in Early Childhood Education for Transfer
- Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

- | | |
|-------------------|-----------------------|
| Assistant Teacher | Parent Educator |
| Associate Teacher | Family Service Worker |
| Teacher | Home Visitor |
| Master Teacher | Classroom Aide |
| Site Supervisor | |

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree for Transfer™

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units	CD 25	Teaching in a Diverse Society	3.0
CD 11	Observation and Assessment	3.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 12	Child, Family and Community	3.0			
CD 16	Introduction to Curriculum	3.0			
CD 19	Children's Nutrition, Health and Safety	3.0			
CD 20	Principles and Practices of Teaching Young Children	3.0			
CD 24	Practicum	4.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 38 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units

Required Core Courses: 26 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.



English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
 Writer
 Lawyer
 Teacher
 Journalist
 Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
 Small class size
 Individualized tutoring

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Course No Course Title Units

Take the following 6 units

ENGL 2 Introduction to Literary Types 3.0

ENGL 9 Critical Thinking and Composition 3.0

List A – Take 6 units (Select 2)

ENGL 3 British Literature I 3.0

ENGL 4 British Literature II 3.0

ENGL 12 Survey of American Literature II 3.0

List B – Take 3 units

ENGL 5 Survey of World Literature II 3.0

ENGL 10 Shakespeare 3.0

List C – Take 3 units

ENGL 1 College Composition 3.0

ENGL 22 Creative Writing 3.0

ENGL 33 Studies in Fiction 3.0

ENGL 34 Studies in Poetry 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which

LCC's program is a good base for transfer.

Basic Wildland Firefighter

CERTIFICATE OF ACCOMPLISHMENT

Fire Technology

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0
Required Elective: 12 Units: select from the following listing:		
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Fellowship to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operations	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S291)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management System	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0

FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S-290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Achievement Basic Wildland Firefighter

Total units for the Certificate: 19 – 19 Units

Required Core Courses: 18-19 Units

Course No	Course Title	Units
FS 5	Fire Organization and Management	3.0
FS 8	Wildland Fire Suppression	2.0
FS 20 OR	First Aid/CPR for Public Employees	0.5
EMT 21	Emergency Medical Responder	2.5
FS 51	Introduction to Fire Careers	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 72	HazMat First Responder Operations	1.0
FS 74	Fire in the Interface (S 2-15)	1.5
FS 78	Followership to Leadership (L-280)	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 85	Understanding Maps Compass & GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Achievement Basic Wildland Firefighter**, the student will be able to:

1. Demonstrate basic knowledge of fire physics and behavior.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Understand the basic skills needed to respond to all risks in emergency incidents
4. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.

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Certificate of Accomplishment Fire Technology

Total units for the Certificate: 13.5 Units

Required Core Courses: 13.5 Units

Course No	Course Title	Units	FS 61	Basic Firefighter Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR



General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:

- Agriculture 19 (L)
- Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
- Geology 1 (L), 5 (L)
- Physical Science 1
- Physics 2A (L), 2B (L)

2. Life Forms:
 - Agriculture 10 (L), 20 (L)
 - Anthropology 1
 - Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
 - Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
 - Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
 - Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 30, 36A
 - Film 1
 - Music 6, 7, 12

2. Humanities (Literature, Philosophy, Foreign Languages):
 - English 2, 3, 4, 5, 10, 12, 33, 34
 - History 14, 15, 16, 17
 - Humanities 1, 2
 - IDS 1, 2
 - Philosophy 1, 10
 - Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

- Administration of Justice 10, 12, 20
- Anthropology 2
- Agriculture 2
- Child Development 31
- Economics 10, 11
- Ethnic Studies 1

- Geography 2
- History 14, 15, 16*, 17*
- Political Science 1*
- Psychology 1, 5, 6, 18, 31
- Sociology 1, 3, 4

* **CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

- (1) History 16 and 17
- (2) History 16 and Political Science 1
- (3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

- Child Development 31
- Counseling & Guidance 1
- Health 2, 25
- Human Services 30

- Physical Education 15
- Psychology 1, 18, 31, 33
- Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of "C" or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1

English 7 or 9

Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8

Film 1

Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34

History 14, 15, 16, 17

Humanities 1, 2

Philosophy 1, 10

Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3

B. Economics: AGR 2, ECON 10, 11

C. Ethnic Studies: ES 1

D. Gender Studies: SOC 4

E. Geography: GEOG 2

F. History: HIST 14, 15, 16*, 17*

G. Interdisciplinary: CD 31

H. Political Science: PLCS 1*

I. Psychology: PSY 1, 5, 6, 18, 31

J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by "L" in parentheses).

Physical Sciences:

Agriculture 19

Chemistry 1A (L), 1B (L), 8 (L), 40, 40 (L), **45 (L)

Geology 1 (L), 5 (L)

**Physical Science 1

Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20

Anthropology 1

Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L),

26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of "C" or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1, IDS 1, IDS 2

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1

Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geographic Information Systems

Certificate of Achievement

Certificate of achievement in Geographic Information Systems

A Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena.

As a GIS student you will:

Study the history of GIS, learn what it is and how it is used, and discover the foundational concepts that allow it to be a successful system

Develop skills in using hardware and software applications, in conjunction with relevant data and information, to learn how to approach and help solve potential real-world geospatial phenomena

Acquire critical thinking skills that will allow you to view and analyze geospatial patterns and feature relationships from a scientific perspective

Gain knowledge in the dissemination of geospatial information to web-based data and information delivery environments, as well as exposure to ancillary geospatial technologies such as Global Positioning Systems (GPS), Remote Sensing, and Computer-Aided Drafting (CAD) data and their respective applications

Career Options

GIS Technician for private entity or government agency

Supplemental GIS education to add to existing or future education in another field, which will help to strengthen overall knowledge from a technical standpoint

Program Highlights

Lassen Community College offers its Geographic Information Systems certificate as an entirely online program of study. No physical classroom involvement is required. Courses may be offered via traditional face-to-face or hybrid instructional modalities as well. The Geographic Information Systems certificate can be completed in just two semesters.

The Geographic Information Systems certificate is well suited to provide individuals with the education necessary to enter the workforce as an entry-level GIS Technician, or add to an existing or future bachelor's degree education to help strengthen and solidify the technical nature of said degree. For example, a combination of a bachelor's degree in wildlife biology and a certificate in GIS can be a very valuable and powerful combination to potential employers.

Certificate of Achievement Geographic Information Systems

Total Units for the Certificate of Achievement: 16

Course No	Course Title	Units	GIS 3	Cartography and Geovisualization	3.0
GIS 1	Fundamentals of GIS	4.0	GIS 4	Spatial Analysis	3.0
GIS 2	GIS Data Concepts	3.0	GIS 5	Web/Mobile-based GIS	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Geographical Information Systems** student will be able to:

1. Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.
2. Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.
3. Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.
4. Use the latest, basic GIS-based software technologies on the market with effective and efficient application.
5. Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer

Owner/Manager of a Gunsmith
Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Gunsmithing can be completed within two (2) years.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.

Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Autos	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

General Education Requirements: 18 Units

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0	General Education Requirements: 18 Units		
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0			

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units

Required Core: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Bedding Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0			
GSS 58.02	Pressure Bedding and Pillar	1.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units			
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 59.03	Parkerizing	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 59.04	Color Case Hardening	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 59.09	Alternative Metal Finishing	1.0
GSS 52.05	Gunsmith Machining 5	1.0			
GSS 52.06	Gunsmith Machining 6	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units			
GSS 51.06	Wood Stock Finishing	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units			
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolvers Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units			
GSS 51.01	Stock Inletting	1.0	GSS 57.02	Action Blueprinting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement

Medical Assisting

Certificate of Accomplishment

Administrative Medical Assisting

Clinical Medical Assisting

Red Cross Certification

Cardiopulmonary Resuscitation (CPR)

Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting

The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting

The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options

Medical Assistant

Clinic Assistant

Medical Office Assistant

EMT - I

EMT - II

EMT – Paramedic

Program Highlights

- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 21 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.5
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 13.5 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 70	Medical Assisting Core	7.0	HO 71	Medical Assisting Administrative	6.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 14.5 Units

Course No	Course Title	Units				
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical		7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patient education.



History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “historical perspective” to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18-19 Units

Complete the following 12 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0
HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0

Select 6 additional Units from the following:

ES 1	Ethnic Minorities in America	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to Sign Language	3.0
PLSC 1	American Institutions	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0	HUM 1	Western Civilization-Prehistoric to 1600	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0	HUM 2	Western Civilization-1600 to Present	3.0
ART 8	Art Appreciation	3.0	IDS 1	Introduction to sign Language	4.0
ART 9	History of Asian Art	3.0	IDS 2	Intermediate Sign Language	4.0
ENGL 2	Introduction to Literary Types	3.0	MUS 6	Music History from Antiquity to 1750	3.0
ENGL 3	British Literature I	3.0	MUS 7	Music History from 1750 to Modern Era	3.0
ENGL 4	British Literature II	3.0	MUS 12	Music Appreciation	3.0
ENGL 5	Survey of World Literature II	3.0	PHIL 10	Comparative World Religions	3.0
ENGL 10	Shakespeare	3.0			
ENGL 12	Survey of American Literature II	3.0			
ENGL 22	Creative Writing	3.0			
ENGL 33	Studies in Fiction	3.0			
ENGL 34	Studies in Poetry	3.0			
FILM 1	History of the Cinema	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1A	General Chemistry I	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 20	Introduction to Plant Science	4.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
ANTH 1	Biological Anthropology	3.0			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 1	Physical Geology	4.0
			GEOL 5	Historical Geology and Paleontology	4.0
BIOL 10	Natural History of Plants and Animals	4.0	PHSC 1	General Physical Science	3.0
BIOL 20	Microbiology	5.0	PHYS 2A	General Physics I	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	PHYS 2B	General Physics II	4.0
BIOL 26	Human Anatomy and Physiology II	4.0	.Completion of either the CSU General Education or IGETC Option		
BIOL 32	General Biology	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
BIOL 32L	General Biology with Lab	4.0			

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
AGR 20	Introduction to Plant Science	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
ANTH 1	Biological Anthropology	3.0	CHEM 55	Introductory Chemistry	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0	GEOL 1	Physical Geology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 5	Historical Geology and Paleontology	4.0
			PHSC 1	General Physical Science	3.0
BIOL 10	Natural History of Plants and Animals	4.0	PHYS 2A	General Physics I	4.0
BIOL 20	Microbiology	5.0	PHYS 2B	General Physics II	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	Electives: 24 (no more than 6 units from any one discipline). <i>The student may select from any courses numbered 1 – 99 to satisfy this requirement.</i>		
BIOL 26	Human Anatomy and Physiology II	4.0	General Education Requirements: 18 Units		
BIOL 32	General Biology	3.0	Note: This degree does not prepare a student to transfer to a University.		
BIOL 32L	General Biology with Lab	4.0			
CHEM 1A	General Chemistry I	5.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science**, the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics

Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units	HO 3	Medical Terminology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	PSY 1	Introduction to Psychology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 18	Life Span Development	3.0
HLTH 25	Understanding Nutrition	3.0			

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.



Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 28 Units

Required Core: 20 Units

Course No	Course Title	Units	Select 8 Units From the following	
BIOL 20	Microbiology	5.0	BIOL 25 &	Human Anatomy and Physiology I 4.0
CHEM 1A	General Chemistry I	5.0	BIOL 26	Human Anatomy and Physiology II 4.0
CHEM 45	Introduction to Chemistry	4.0	OR	
HLTH 25	Understanding Nutrition	3.0	CHEM 1B &	General Chemistry II 5.0
PSY 1	Introduction to Psychology	3.0	MATH 40	Elementary Statistics 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer

Associate in Arts Degree University Studies:
Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core courses minimum grade 2.0: 22 Units

Lower Division Major Preparation:

Course No	Course Title	Units			
PE 15	Introduction to Kinesiology	3.0		Individual Sports	
BIOL 25	Human Anatomy & Physiology I	4.0	PEAC 34	Golf Skills	1.0
BIOL 26	Human anatomy & Physiology II	4.0			
Select 3 units form the following: 1 course from each area				Team Sports	
Fitness			PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 16	Walking for fitness	1.0			
PEAC 32D	Fitness Center	1.0		Take the following 2 courses 8 Units	
PEAC 44	Yoga	1.0	MATH 40	Elementary Statistics	3.0
			CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
BIOL 26	Human Anatomy and Physiology II	4.0	PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
HLTH 2	Personal Health	3.0	PEAC 7	Varsity Baseball	3.0
HLTH 25	Understanding Nutrition	3.0	PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 32D	Fitness Center	1.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
Select 3 Units from PE Electives:			PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 10	Woman's Varsity Softball	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5	PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 16	Walking for Fitness	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	PEAC 34	Golf Skills	1.0
PEAC 5A	Men's Varsity Basketball-Fall	2.0	PEAC 44	Yoga	1.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0			
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5			
PEAC 5C	Women's Varsity Basketball-Fall	2.0			
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0			
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0			
PEAC 6	Varsity Wrestling	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.



Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:

Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:

Emphasis in Social Sciences

Associate in Arts Degree General Studies:

Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AJ 5	Introduction to Forensics	3.0	HUM 2	Western Civilization-1600 to Present	3.0
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
CD 31	Child Development: Conception Through Adolescence	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
ECON 10	Macro-economics	3.0	SOC 1	Introduction to Sociology	3.0
ECON 11	Micro-economics	3.0	SOC 2	Social Problems	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 3	Family Relations	3.0
GEOG 2	Cultural Geography	3.0	SOC 4	Introduction to Gender	3.0
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
			HUM 2	Western Civilization-1600 to Present	3.0
AJ 5	Introduction to Forensics	3.0			
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
BUS 22	Business Law	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
CD 31	Child Development: Conception Through Adolescence	3.0	SOC 1	Introduction to Sociology	3.0
ECON 10	Macro-economics	3.0	SOC 2	Social Problems	3.0
ECON 11	Micro-economics	3.0	SOC 3	Family Relations	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 4	Introduction to Gender	3.0
GEOG 2	Cultural Geography	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.



Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective” to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Complete the following 15 Units:

Course No	Course Title	Units
SOC 1	Introduction to Sociology	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0
Select 6 unit		
PSY 5	Introduction to Research methods	3.0
SOC 2	Social Problems	3.0
MATH 40	Elementary Statistics	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Certificate of Achievement: Welding Technology - Two Year

Total Units for the Two-Year Certificate of Achievement: 44 Units

Required Core Courses: 29 Units

Course No	Course Title	Units	WT 51	Blueprint and Symbol Reading for Welders	2.0
IT 22	Operations Maintenance and Safety	1.0			
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0			
WT 21	Power Plant and Field Pipe Welding II	3.0			
WT 22	Power Plant and Field Pipe Welding III	3.0			
WT 23	Power Plant and Field Pipe Welding IV	3.0			
WT 36	Welding Theory and Practice: Oxyacetylene	3.0			
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0			
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0			
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0			

Required Electives: 15 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology Two-Year**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - One Year

Total Units for the One-Year Certificate of Achievement: 23 Units

Required Core Courses: 17 Units

Course No	Course Title	Units	Required Electives: 6 Units		
IT 22	Operations Maintenance and Safety	1.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 38	Welding Theory and Practices: Gas Metal Arc Welding	3.0	WT 52	Robotic Welding Operations and Programing	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0	WT 53	Robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology One-Year**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous, alloy and nonferrous metals.
2. Apply the SMAW, GTAW, GMAW, and FCAW processes to steel plate and pipe that meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Accomplishment: Welding Technology

Total Units for the Certificate of Accomplishment Welding Technology: 12 Units

Required Core Courses: 9 Units

Course No	Course Title	Units	Required	Electives: 3 Units	
WT 20	Power Plant and Field Pipe Welding I	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	IT 72	Facility Maintenance: Welding	2.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 36	Welding Theory and Practice	3.0
			WT 51	Blueprint and Symbol Reading for Welders	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Welding Technology**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous metals.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to U niversity of C alifornia
CSU	Transferable to C alifornia S tate U niversity
IGETC	Intersegmental G eneral E ducation T ransfer C urriculum, Area Requirements
CSU GE	C alifornia S tate U niversity G eneral E ducation Certification, Area Requirements
CL	C redit L imit. See a counselor.
R	Course may be R epeated
C-ID	C ourse I dentification Number (<i>See Catalog Definition on page 35</i>)

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.

In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics

3.0 units

CSU/UC

C-ID AJ 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process

3.0 units

CSU/UC

C-ID AJ 122

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science

3.0 units

CSU

C-ID AJ 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also

study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The course includes the examination of the foundations of criminology, theories of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice

3.0 units

CSU

C-ID AJ 110

General Education Area B

CSU Area D

IGETC Area 4

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each

subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures

3.0 units

CSU

C-ID AJ 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been approved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.



AJ 20 - Criminal Law

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

C-ID AJ 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence

3.0 units

CSU

C-ID AJ 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations

3.0 units

CSU/UC

C-ID AJ 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to

overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques

3.0 units

CSU

C-ID AJ 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience

1.0 – 8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit

of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures

2.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture total (R)

A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832

0.5 unit

Co-requisite: AJ 52A

24 hours lab (R)

A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher

0.5 units

8 hours lecture (R)

An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refresher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture

This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of \$15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of \$10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 58 – Perishable Skills for Peace Officers **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This Course is designed for current peace officers to meet California Peace Officer Standards and Training (POST) mandated bi-annual perishable skills training requirements. Students will receive refresher knowledge and skills in officer safety, proper and safe firearms handling, storage and cleaning techniques, proper and safe tactical movement, arrest and control techniques, safe and efficient driver awareness techniques, and effective verbal and non-verbal communication used in policing. Enrollment limited to current California peace officers. Course instructor signature required for enrollment. Material fees of \$10.00 per student collected at time of registration. Course may be repeated as needed for recertification.

AJ 59 – First Aid/CPR/AED Refresher for Peace Officers **0.5 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture

This course is designed to meet the content and testing requirement of Title 22 of the California Code of Regulation and the Emergency Medical Services Authority (EMSA) requirements for peace officer refresher training related to the administration of First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillators. Course may be repeated as needed for recertification. Material fees of \$10.00 per student collected at time of registration. Enrollment limited to current California peace officers. Course instructor signature required for enrollment.

AJ 60-Adult Correctional Officer Core Course **9.50 units**

Prerequisites: Must be 18 years of age and have High School Diploma or GED.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

This course presents and meets the required training for entry level local correctional officers by the Board of State and Community Corrections, Standards and Training for Corrections (STC). Topics include: criminal justice System, professionalism and ethics, gangs, oral and written communication, maintaining security, booking, receiving and releasing offenders, supervising offenders, medical issues, classification of offenders, cultural awareness, report writing and record keeping, emergency procedures, visitation, screening and distribution of supplies and mail, transportation, testifying in court, assault and abuse, defensive tactics and restraint techniques, behavioral health and personal physical conditioning basics. This course is designed to provide practical hands on training in correctional officer tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a potential risk of injury to the participants. Students need to be prepared for the rigor of the physical conditioning and defensive tactics training. Pre-existing medical conditions may interfere with successful completion of these sections and/or the course.

Course instructor signature required for enrollment. Material fees of \$50.00 per student collected at time of registration.

AJ 71 – CDCR Off Post Training for Custody Staff **1.0 unit**

Pre-requisites: Basic Correctional Academy including POST Training 51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business. This course has been approved for hybrid delivery.

AGR 2 - Agricultural Economics **3.0 units** **CSU/UC**

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position. This course has been approved for hybrid delivery

AGR 3 - Introduction to Agriculture Business

3.0 units

CSU/UC

C-ID AG-AB 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process. This course has been approved for hybrid delivery.

AGR 4 – Agricultural Sales and Communication

3.0 units

CSU

34 hours lecture/51 hours lab

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

AGR 8 - Introduction to Animal Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry. This course has been approved for hybrid delivery.

AGR 9 - Food Animal Selection

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level. This course has been approved for hybrid delivery.

AGR 10 - Introduction to Animal Science

3.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AS 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis. This course has been approved for hybrid delivery.

AGR 11 - Beef Cattle Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production. This course has been approved for hybrid delivery.

AGR 12 – Animal Health and Disease

3.0 units

CSU/UC

34 hours lecture/51 hours lab

Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs. This course has been approved for hybrid delivery.

AGR 13 - Feeds and Feeding

3.0 units

CSU/UC

C-ID AG-AS 132L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized. This course has been approved for hybrid delivery.

AGR 14 – Equine Science

3.0 units

CSU/UC

C-ID AG-AS 116L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives. This course has been approved for hybrid delivery.

AGR 19 – Introduction to Soil Science

3.0 units

CSU/UC

GE Area A

CSU GE Area B1 B3

IGETC Area 5A

C-ID AG-PS 128L

34 hours lecture/51 hours lab

The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties. This course has been approved for hybrid delivery.

AGR 20 - Introduction to Plant Science

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AG-PS 106L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. This course has been approved for hybrid delivery.

AGR 21B - Intercollegiate Rodeo

3.0 units

CSU

General Education Area E2

170 hours lab (R)

Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 22 - Rodeo Skills

3.0 units

CSU

General Education Area E2

153 hours lab

This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 23 - Western Riding and Training

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or

manager. This course has been approved for hybrid delivery.

AGR 31 - Bovine Embryo Transfer

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

42.5 hours lecture/25.5 lab

This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied. This course has been approved for hybrid delivery.

AGR 40 - Basic Agricultural Mechanics

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction. This course has been approved for hybrid delivery.

AGR 41 - Farm Tractors and Farm Power

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application. This course has been approved for hybrid delivery.

AGR 42 - Farm Surveying, Irrigation and Drainage

3.0 units

CSU

17 hour lecture/102 hours lab

Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigation systems. This course has been approved for hybrid delivery.

AGR 49 - Agricultural Work Experience 1.00–8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. This course has been approved for hybrid delivery.

AGR 51 - Horsemanship

2.0 units

17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling. This course has been approved for hybrid delivery.

AGR 53 - Colt Training

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading. This course has been approved for hybrid delivery.

AGR 57 - Beginning Horseshoeing

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses. This course has been approved for hybrid delivery.

AGR 61 - Introduction to Bovine Reproduction

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination. This course has been approved for hybrid delivery.

AGR 70 - Rodeo Team Roping

1.0 unit

48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and

team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"

0.5 units

10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology

3.0 units

CSU/UC

General Education Area A

CSU GE Area B2

IGETC Area 5B

C-ID ANTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D1

IGETC Area 4A

C-ID ANTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art. Ethnographic case studies will be used to highlight similarities and differences

among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ART

ART 1A - Two-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a \$10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of \$25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 101

Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard

computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a \$10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 200

Recommended Preparation: ART-2 Drawing

25.5 hour lecture/76.5 hours lab

An introduction to figure drawing from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic, technical and digital points of view. This course has been approved for traditional and temporary emergency online delivery. Students will need to purchase approximately \$100 worth of supplies for online course.

ART 6 - Survey of Art History, Prehistoric To Renaissance

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be

covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 10A - Beginning Painting

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 210

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately \$75 worth of supplies.

ART 10B - Intermediate Painting

2.0 units

CSU/UC

Prerequisite: Art 10A Beginning Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10C - Advanced Painting

2.0 units

CSU/UC

Prerequisite: Art 10B Intermediate Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediated techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00

lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10D - Portfolio Painting **2.0 units CSU/UC**

Prerequisite: Art 10C Advanced Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 19A - Beginning Digital Photography

3.0 units

CSU

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography

1.0 unit

CSU

Prerequisite: Art 19A Beginning Digital Photography
51 hours lab

An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be

considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography

1.0 unit

CSU

Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab

An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography

1.0 unit

CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab

An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design
25.5 hours lecture/76.5 hours lab
A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs.

Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful

conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a \$10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of \$70.

ART 23 - Beginning Printmaking

3.0 units

CSU/UC

C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing.
25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1

3.0 units

CSU/UC

C-ID ARTS 250

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography

25.5 hours lecture/76.5 hours lab
A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs.

Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of \$70.

ART 30 – Introduction to Sculpture

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics

2.0 units

CSU/UC

Prerequisite: Art 36A Beginning

Ceramics

102 hours lab

Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics

2.0 units

CSU

Prerequisite: Art 36B Intermediate

Ceramics

102 hours lab

Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics

2.0 units

CSU

Prerequisite: Art 36C Advanced

Ceramics

102 hours lab

Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics.

Producing a body of work for presentation/exhibition. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation

3.0 units

CSU/UC

25.5 hour lecture/76.5 hours lab

This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 49 - Art Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology

Work Experience 1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics

3.0 units

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

34 Hours Lecture, 51 Hours Lab

This course was designed to:

1. Introduce shop procedure and safety to the student;
2. Give students the skills to perform vehicle maintenance and basic roadside repairs;
3. Give students the skills to diagnose and repair minor vehicle malfunctions. This course adheres to ASE Education Foundation standards. The course has been approved for hybrid delivery.

AT 54 - Brakes

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adheres to ASE Education Foundation standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in alignment of front suspension and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to AES (Educational Foundation) standards for steering and suspension. This course has been approved for hybrid delivery.

AT 58 – Automotive Heating and Air Conditioning

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12, 134A, and R1234YF refrigerants. This course meets ASE Education Foundation standards. This course has been approved for hybrid and online delivery.

AT 60 – Shop Management and Service Writer

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders

to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 66 - Manual Drive Train

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions

3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab

2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.

102 hours lab

This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/153 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/102 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 80 – Basic Electrical

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I

3.0 units

Prerequisite: AT-80 Basic Electrical

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II

3.0 units

Prerequisite: AT-82 – Engine Performance I

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules,

computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 90 – Automotive Survival

1.0 unit

18 hours lecture

This is an introductory seminar course designed for the novice from the standpoint of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab **0.5 units**

Recommended Preparation: AT 90 Automotive Survival

24 hours lab

The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training **Level 2 32-Hour Course**

1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.

8 hours lecture/24 hours lab

The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections.

Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It

is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 190

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I

51 hours lecture/51 hours lab

A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommended preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for online and hybrid delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 140

Prerequisite: MATH 60 or equivalent multiple measures placement.

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for online and hybrid delivery.

BIOL 10 - Natural History of Plants & Animals

4.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for online, hybrid and correspondence delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs. This course has been approved for online and hybrid delivery.

BIOL 21 - Human Anatomy with Lab

4.0 units

CSU/UC

C-ID BIOL 110B

Recommended Preparation: ENGL 105

or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A

51 hours lecture/51 hours lab

One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine

and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab

4.0 units

CSU/UC

C-ID BIOL 120B

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for online and hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 26 - Human Anatomy and Physiology II

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I

51 hours lecture/51 hours lab Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 32 - General Biology

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B2

IGETC Area 5B

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online, hybrid and corespondence delivery.

BIOL 32L - General Biology with Laboratory

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B 5C

Recommended Preparation: ENGL 105 or equivalent placement

51 hours lecture/51 hours lab

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery. This course has been approved for on line delivery for emergency us only.

BUSINESS

BUS 1A - Accounting Principles – Financial

4.0 units

CSU/UC

C-ID ACCT 110

Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.

68 hours lecture

A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial

4.0 units

CSU/UC

C-ID ACCT 120

Prerequisite: BUS 1A – Accounting Principles-Financial

68 hours lecture

An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax

3.0 units

CSU

Prerequisite: BUS 1A – Accounting Principles-Financial

51 hours lecture

Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT) This course has been approved for online and hybrid delivery.

BUS 2 - Introduction to Business

3.0 units

CSU/UC

C-ID BUS 110

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.

51 hours lecture

A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid

delivery.

BUS 10 – Managing Diversity and Human Resources

3.0 units

CSU

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture.

Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of procedures. Importance of human relations and interpersonal communications

skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law

3.0 units

CSU/UC

General Education Area B

C-ID BUS 125

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may use a free Open Educational Resource textbook.

BUS 25 - Small Business Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications

3.0 units

CSU

C-ID BUS 115

Prerequisite: ENGL-1 College

Composition

51 hours lecture

Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning

3.0 units

CSU

Prerequisite: COT 52 Keyboarding, Level 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Basic operations of Microsoft Word.

Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All

Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture **1.0 units**

17 hours lecture
An exploratory course in the fundamentals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture **1.0 unit**

17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture **1.0 unit**

17 hours lecture
A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business

ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage **1.0 units**

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures **2.0 units**

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics **3.0 units** **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-

year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table, qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry **4.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. This course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics **3.0 units** **CSU/UC** **C-ID CHEM 140**

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended

for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teaching Laboratory for Survey of Chemistry and Physics

1.0 units

CSU/UC

C-ID CHEM 140

Co-requisites: Chem 40

This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry

4.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID CHEM 101

Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement

Recommended Preparation: one year high school Chemistry

51 hours lecture/51 hours lab

An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session

1.0 units

CSU/UC (elective)

Co-requisite: CHEM 45

This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and equilibrium of chemical reactions, acids

and bases, redox reactions, and thermodynamics. This course has been approved for online delivery.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment

3.0 units

CSU

C-ID ECE 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online and hybrid delivery.

CD 12 - Child, Family and Community

3.0 units

CSU

General Education Area E1

C-ID CDEV 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

CD 15 - Pre-School Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-

service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online, hybrid and correspondence delivery.

CD 16 - Introduction to Curriculum

3.0 units

CSU

C-ID ECE 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online, hybrid and correspondence delivery.

CD 17 - Children's Literature

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety

3.0 units

CSU

C-ID ECE 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families

and health professionals. This course has been approved for online, hybrid and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children

3.0 units

CSU

C-ID ECE 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

CD 22 - The Infant Toddler

3.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online, hybrid and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting

3.0 units

CSU

Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD

programs. This course has been approved for online and hybrid delivery.

CD 24 – Practicum

4.0 units

CSU

C-ID ECE 210

Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31

34 hours lecture/102 hours lab

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online and hybrid delivery.

CD 25 - Teaching in a Diverse Society

3.0 units

CSU

C-ID ECE 230

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

CD 26 - Administration II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding

opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online and hybrid delivery.

CD 27 - Children with Special Needs

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online and hybrid delivery.

CD 30 - Early Steps to Reading Success

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online and hybrid delivery.

**CD 31 - Child Development:
Conception through Adolescence**
3.0 units

CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4G

C-ID CDEV 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

CD 49 - Child Development Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical

Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

18 hour lecture

Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A \$20.00 lab fee will be collected at the time of registration to cover book and certification cost. This course has been approved for online and hybrid delivery.

COMPUTER APPLICATIONS

CA 31 - Computer Applications

2.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the preparatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features available in widely used software. The emphasis will be on a word processor and a spreadsheet. This

course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/15 hours lab

This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hour lecture/15 hours lab

Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in

business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1

1.0 unit

51 hours lab
A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2

1.0 unit

Prerequisite: COT 50
51 hours lab
Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting

priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key

1.0 unit

34 hours lab
A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy

3.0 units

CSU/UC

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life

3.0 units

CSU/UC

**General Education Area E1
CSU GE Area E**

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been approved for online and hybrid delivery.

DS 111 - Computer Access II

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access

Projects

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has been approved for online and hybrid delivery.

DS 113 - Developmental Skills:

Personal Assessment

0.5-1.0 unit

8.5-17 hour lecture (R)
A course designed to provide the learning disabled student with specific information about his/her own learning process. Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills:

Reading

0.5-1.5 units

25.5-76.5 hours lab (R)
An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, correspondence and hybrid delivery.

**DS 115 - Developmental Skills:
Writing Skills**

3.0 units

51 hours lecture (R)

A course designed to instruct the learning disabled student in writing skills.

Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

**DS 116 - Developmental Skills:
Math**

0.5-1.5 units

76.5 hours lab (R)

An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness

1.0 unit

51 hours lab (R)

This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

**DS 121 - Adaptive Individual
Sports: Bowling**

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

**DS 122 - Adaptive Individual
Sports: Weight Training**

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop

and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 202

Prerequisite: Elementary Algebra or equivalent multiple measures placement

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 201

Prerequisite: Elementary Algebra or equivalent multiple measures placement

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activities. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

**ED 2 – Introduction to Elementary
Classroom Instruction**

3.0 units

CSU

C-ID EDUC 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder

2.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

36 hours lecture/29 hour lab (R)

This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for online and hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)

6.5 units

Prerequisite: Current CPR certification or equivalent

85 hours lecture/69 hours lab (R)

Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for online and hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher

1.0 unit

Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.

14 hours lecture/18 hours lab

A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with

the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 1 - College Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A2

IGETC Area 1A

C-ID ENGL 100

Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.

51 hours lecture

A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

ENGL 2 - Introduction to Literary Types

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 120

Prerequisite: English 1

51 hours lecture

This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. This course has been approved for online and hybrid delivery.

ENGL 3 – British Literature I

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 160

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social

and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 4 – British Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 165

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 5 – Survey of World Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 145

Prerequisite: English 1

51 hours lecture

This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present. This course has been approved for online and hybrid delivery.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature

4.0 units

CSU/UC

General Education Area C

CSU GE Area A3

IGETC 1B

C-ID ENGL 110

Prerequisite: English 1

68 hours lecture

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A3

IGETC Area 1B

C-ID ENGL 105

Prerequisite: English 1

51 hours lecture

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1.

The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online, hybrid and correspondence delivery.

ENGL 10 – Shakespeare

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest. This course has been approved for online, hybrid and correspondence delivery.

ENGL 12 - Survey of American Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 135

Prerequisite: English 1

51 hours lecture

This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for online, hybrid and correspondence delivery.

ENGL 22 – Creative Writing

3.0 units

CSU/UC

General Education Area C

C-ID ENGL 200

Prerequisite: English 1

51 hours lecture

An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method. This course has been approved for hybrid and correspondence delivery.

ENGL 33 – Studies in Fiction

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature. This course has been approved for online, hybrid and correspondence delivery.

ENGL 34 – Studies in Poetry

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics). This course has been approved for online, hybrid and correspondence delivery.

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking

3.0 units

51 hours lecture

Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been

approved for online, hybrid and correspondence delivery.

ENGL 105A- Reading and Writing Support

1.0 units

Corequisite: ENGL 105 or ENGL 1

51 hours lab

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for online, hybrid and correspondence delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America

3.0 units

CSU/UC

General Education Area B

CSU GE Area D3

IGETC Area 4C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey of the history, culture and folklore of the American people providing a sociological analysis of race, ethnicity and racism. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined. This course has been approved for online delivery.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire Prevention

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been

approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/48 hours lab

Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass, tool maintenance, pumping operations and safety, air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a "near miss" fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee

1.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26 hours lecture (R)

Introduction to injury and illness including preparation for rendering assistance for the public safety personnel including administration of first aid, CPR, and use of AED according to the standards set forth in California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 1.5. First Aid and CPR Standards and Training for Public Safety Personnel. This course meets Title 22 regulations and is approved by the Local Emergency Medical Services Authority (LEMSA). A \$10.00 certification fee applies. May be repeated as needed for recertification. This course has been approved for hybrid delivery.

FS 23 - Firing Operations (S-219)

1.0 units

CSU

Prerequisites: FS 75 Fire behavior (S-290)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture (2 day)

This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework

is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 Hours Lecture (2 Day)

This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent. 4 hours lecture/20 hours lab

The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country.

Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC operations terminology and the RIC mindset. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 51 – Introduction to Fire Technology Careers

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 54 – National Incident Management System (NIMS-700a)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and

nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units

Prerequisite: FS-61 Basic Firefighter Training (Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 59 – Confined Space Awareness

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen

Community College and will be collected at the time of registration.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)

5.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, or equivalent.

64 hours lecture/82hours lab

This course provides students with the knowledge and skills to perform basic firefighter tasks. Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. Instructor permission is required to enroll in this course.

FS 60A - Basic Fire Crew Firefighter

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture, 8 hours lab

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at

<https://training.fema.gov/> (free to students).

FS 64 Instructor 1 Instructor Methodology

2.5 units

Recommended Preparation:

Introduction to the Incident Command System (IS-100.B) FEMA or National Incident Management System (IS-700.A, FEMA)

40 hours lecture

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 64B Instructor II Instructional Development

2.0 units

Required Preparation

FS 64 Instructor I or equivalent
40 hours lecture

This course is designed for those seeking to become fire service instructors. It provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. The State Fire Training Course Fee of \$141.00 will be collected at registration.

FS 65A – Driver Operator 1A – Emergency Vehicle Operations

1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation,

maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65B – Driver Operator 1B - Pump Operations

1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65C – Wildland Fire Apparatus Operations

0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 70 – Heavy Equipment Boss (S-236)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)

2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

28 hours lecture/4 hours lab

This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)

1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) or Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

16 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss

1.0 units

Prerequisite(s): FS-98.18 Annual Fighter Training or Firefighter Training 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week) (R)

This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72A – HazMat First Responder - Refresher

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

9 hours lecture (2 days) (R)

This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to

maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72B – HazMat First Responder - Decontamination

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

8.5 hours lecture

This course is designed for personnel previously trained to the Haz Mat First Responder Operations (FRO) level, to conduct responder decontamination as part of an organized response to incidents such as those involving hazardous materials (Haz Mat) releases or weapons of mass destruction. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 74 - Fire in the Interface (S-215)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)

2.0 units

Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) or FS 60 - Wildland Firefighter (CalFIRE Basic Training); or S-190 Certification

37 hours lecture (1 week)

This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)

0.5 unit

Prerequisite: FS-61 Basic Firefighter Training (Basic 32) or FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***

8 hours lecture

This course is designed to be interactive

in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

9 hours lecture (1 week)

This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)

1.0 unit

Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).

17 hours lecture (1 week)

This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 80 - Fire Fighter Survival

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching

personnel to be resourceful when facing dangerous entrapment situations. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 81 – Wildland Fire Fighter Safety and Survival

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy.

FS 84 - Lessons Learned (Fatality Fire Case Studies)

1.0 unit

Prerequisite: FS 61 Basic Firefighter (Basic 32) or equivalent

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hour lab (4 weeks)

The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS

1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.

8 hours lecture 10 hours lab

Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern

compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference. There will be a \$5.00 student materials fee for flash drive containing student text.

FS 89 – Wildland Fire Chainsaws (S-212)

1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivalent

24 hours lecture/4 hours lab (1 week)

This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hours lab (1 week)

This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation

1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture

I-suite is a data entry system used on wildland fire incidents. This course will teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

**FS 92A Company Officer 2D:
Human Resource Management
for Company Officers**

2.1 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92B Company Officer 2D:
General Administrative Functions
for Company Officers**

1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

Units

20 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training

CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92C Company Officer 2C: Fire
Inspections and Investigation for
Company Officers**

2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92D Company Officer 2D: All
Risk Command Operations**

2.0 units

Prerequisites: Meet the educational requirements of Fire Fighter II

40 hours lecture

This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92E Company Officer 2E:
Wildland Incident Operations for
Company Officers**

2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental \$81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I

18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent

160 hours lecture/480 hours lab

This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to

Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team/Task Force Leader. All Hazards (AH-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander or equivalent

25.5 hours lecture

This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes.

Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 98.18 – Annual Fire Refresher Training (RT-130)
0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of \$2.00 to cover the costs of handouts and

a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of \$2.00 to cover the costs of handouts and a pocket guide. Also required is a \$20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This course is designed to provide an introduction of skills and methods used for structural firefighting. Students will be required to work as a team to accomplish assigned tasks and be introduced to concepts and cultures that are common to the fire service. This course is ideally suited for an entry level volunteer firefighter, wildland firefighters or anyone that would like to be familiar with basic structural firefighting skills. Curriculum is designed to incorporate IFSAC/Pro Board Firefighter 1 requirements. An additional \$10.00 materials fee will be added to the admission fee to cover consumable materials used during the course such as plywood and propane.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units

CSU/UC

General Education Area B

CSU GE Area D5

IGETC Area 4E

C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOGRAPHICAL INFORMATION SYSTEMS

GIS 1 – Fundamentals of GIS

4 units

CSU/UC

Co-requisite: GIS 2 Data Concepts

This course covers theoretical and applied knowledge of Geographic Information Systems (GIS). Students will learn the basic history of GIS, as well as what it is, how it functions, and why it is used to benefit real-world, problem-solving applications. Geospatial data, and associated information, will be a core component of the course, including acquisition, development, maintenance, manipulation, analysis, and display of content. Spatial parameters (i.e., projections, coordinate systems, datum, and units of measure), geodatabase structures and use, basic cartographic skills, and simple overlay analysis and geoprocessing techniques are covered as well. This course is offered in traditional, online, and hybrid modalities.

GIS 2 – Data Concepts

3 units

CSU/UC

Co-requisite: GIS 1 Fundamentals of GIS

This course covers concepts and techniques associated with geospatial data, including detailed examination of the design and implementation of geodatabases for Geographic Information Systems (GIS). Relational database management systems (RDBMS), and their functionality in relation to GIS, are a key concept in the course. Other concepts such as data integration, organization, and quality assurance; attribute information classification; feature digitization and editing; and geocoding will be covered as well. This course has been approved for online and hybrid delivery.

GIS 3 - Cartography and Geovisualization

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers advanced concepts associated with cartography and geovisualization, as they relate to Geographic Information Systems (GIS). Cartographic principles will be covered in-depth, including enhanced map layout design and corresponding map element styling. Students will work with complex hardcopy and digital map outputs, including web-based visuals. Animations, 3D scenes, Story Maps, and other forms of geovisualization techniques are

examined as well. This course has been approved for online and hybrid delivery.

GIS 4 – Spatial Analysis

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers the advanced and specialized topic of spatial analysis, in relation to Geographic Information Systems (GIS). Spatial analysis examines the spatial relationships of features in geospatial data, such as patterns, trends, connections, etc. GIS-based spatial analysis techniques are covered extensively for both vector and raster data models. A heavy emphasis is placed on using spatial analysis operations to aid in geospatial problem-solving scenarios as well. Geospatial modelling is a key component of the course, also. This course has been approved for online and hybrid delivery.

GIS 5 - Web/Mobile Based GIS

3 units

CSU

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers concepts associated with web-based data and mapping applications, as well as mobile data collection methodology, as they relate to Geographic Information Systems (GIS). Latest trends in online GIS technology are examined, including Esri's ArcGIS Online interface and ancillary components. Web Maps, Story Maps, and Web AppBuilder for ArcGIS will be explored. On the mobile side, application technologies such as Collector for ArcGIS and Survey123 will be studied, also. Students will be exposed to a basic understanding of Global Positioning Systems (GPS), too. This course has been approved for online and hybrid delivery.

GEOLOGY

GEOL 1 - Physical Geology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 101

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab
Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and

future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformitarianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest. This course has been approved for online and hybrid delivery.

GEOL 5 - Historical Geology & Paleontology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 111

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record. This course has been approved for online and hybrid delivery.

GUNSMITHING

SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50.01 - Recoil Pad and Sling Swivel Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51.01 - Stock Inletting **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting **1.0 unit**

6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52B - Firearms Training **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1 **2.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting "V", square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2 **2.0 unit**

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3 **2.0 unit**

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4 **1.0 unit**

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5 **1.0 unit**

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6

1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Truing Exterior of Action

1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the custom modifications to trigger guards

and floor plates of bolt-action rifles.

Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding

1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)

This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60.01 - DFR Recoil Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ

from the Remington.

GSS 60.04 - DFR Pump Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers 1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction 1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes 1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace

1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting

1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel

guns.

GSS 67.01 - Blowback Principle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of modern auto

sporting rifles excepting "assault" rifles.

GSS 69.02 - DFR Pump Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

1.0 Unit

This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22's, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in

design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab

(1 week) (R)

A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge

Reloading

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-priming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the making of irregular shaped wire springs

from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)

This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22

Autopistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit

An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional

Armorer's School

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 82 - General Gunsmithing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab

A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols

1.0 unit

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab (1 week)

A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/88 hours lab (2 weeks)

A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of \$19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of \$19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of \$19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making

1.0 unit

6 hours lecture/34 hours lab (1 week)

This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with

different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles 1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911 1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized.

GSS 98.09 Color Case Hardening 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of \$19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out

and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of \$19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths 1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of \$19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects 1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been

approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths 2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking 1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knives and accessories.

GSS 114 - Basic Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths 1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts,

polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving **1.0 unit**

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of \$19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths **1.0 unit**

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving **2.0 units**

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly

and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO₂ Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO₂ air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw **1.0 unit**

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing **1.0 unit**

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of \$19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V

specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core 7.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

125 Hours lecture

This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clinical medical assisting certificate program. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. Uniform and lab fee of \$200 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 71 - Medical Assisting Administrative 6.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

85 hours lecture/76.5 hours lab

This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrolment. This course has been approved for hybrid and online delivery.

HO 72 - Medical Assisting Clinical 7.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

93.5 hours lecture/102 hours lab

This course is designed to provide entry

This course is designed to provide entry level information and skill training

required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty.

Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. This course has been approved for hybrid and online delivery

HO 80A -Geriatric (Long-Term Care) Nurse Assistant

6.0 units

Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology

72 hours lecture/112 hours lab

This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized.

Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Students must complete all course hours and must

achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Nursing Assistant certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 88 – Phlebotomy Technician 3.5 units

Prerequisites: HO 3 Medical Terminology

Before beginning clinical rotation the student must:

- Show proof of vaccinations: HEP B series, MMR and varicella.
- Proof of negative tuberculosis test.
- Drug testing. This will be scheduled for you.
- High school diploma or GED.
- Background check

42.5 hours lecture/51 hours lab

This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10 successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Phlebotomy Technician certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)

0.5 units

8.5 hours lecture (1 Week)

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC 3B & 4F

C-ID HIST 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been

approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S.

History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction

51 hours lecture

Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing

and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

HUS 42 - Field Experience in Human Services

3.0 unit

CSU

Prerequisite: HUS 10 Introduction to Social Work and Human Services

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours field

experience

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. This course has been approved for hybrid delivery.

HUS 49 - Human Services Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the

workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 170

Recommended Preparation: English 1 or equivalent multiple measures placement

51 hours lecture

Survey of the development of western culture and civilization to the Reformation. This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 180

Recommended Preparation: English 1 or equivalent multiple measures placement.

51 hours lecture

The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety

1.0 unit

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture

This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2

2.0 units

102 hours lab

This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDISCIPLINARY STUDIES

IDS 1 Introduction to Sign Language

4.0 units

CSU only

Recommended Preparation: English 105 or equivalent multiple measures placement.

An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediate to Sign Language

4.1 units

CSU only

Prerequisite: IDS 1 with a C or better or equivalent

This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 211

Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.

85 hours lecture

A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 221

Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.

85 hours lecture

Continuation of Math 1A. A second course in differential and integral calculus of a single variable: integration,

techniques of integration; infinite sequences and series, polar and parametric equations; applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry

3.0 units

CSU

General Education Area D2

CSU GE Area B4

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 167 Trigonometry Lab

51 hours lecture

A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra

3.0 units

General Education Area D2

CSU/UC

CSU GE Area B4

IGETC Area 2A

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 168 College Algebra Lab

51 hours lecture

This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students. This course has been approved for online and hybrid delivery.

MATH 11A Concepts of Elementary School Mathematics I

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in

mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B Concepts of Elementary School Mathematics II

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course covering the study of the real numbers, measurement, logic and mathematical reasoning, introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 40 - Elementary Statistics

3.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 110

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 164 Elementary Statistics Lab

51 hours lecture

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra

4.0 units

General Education Area D2

51 hours lecture/51 hours lab

This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required. This course has been approved for online and correspondence delivery.

MUSIC

MUS 6 - Music History from Antiquity to 1750

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID MUS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances.

This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology

4.0 units

Corequisite: VN 51; VN 52

68 hours lecture

Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 51 - Nursing Fundamentals

4.0 units

Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.

Corequisites: VN 50; VN 52

68 hours lecture

Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing

concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. Uniform and lab fee of \$300 will be collected at registration. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 52 - Clinical Lab I

7.0 units

Corequisite: VN 50; VN 51

357 hours lab

Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 53 - Adult Nursing Theory

7.0 units

Prerequisite: VN 50; VN51; VN 52

Corequisite: VN 54

119 hours lecture

Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 54 - Clinical Lab II

6.0 units

Prerequisite: VN 50; VN 51, VN 52

Corequisite: VN 53

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 55 – Nursing Leadership and Professional Development

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54; VN 55

Corequisite: VN 56; VN 57; VN 58;

VN 60

34 hours lecture

Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 56 - Clinical Lab III

6.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 57; VN 58;

VN 60

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total

clinical hours are

306. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 57 - Maternity Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 58;

VN 60

34 hours lecture

Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 58 - Pediatric Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 57;

VN 60

36 hours lecture

Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing

students must be displayed on camera throughout entire course.

VN 59 – Intravenous Therapy and Blood Withdrawal

2.0 units

Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California 31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course..

VN 60 –NCLEXVN Review

2.0 units

Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58 30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If

course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course

PHILOSOPHY

PHIL 1 - Introduction to Philosophy

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement 51 hours lecture

An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World Religions

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement 51 hours lecture

This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology

3.0 units

CSU/UC

CSU Area E2

General Education Area E2

C-ID KIN 100

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.

51 hours lecture

This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)

Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery.

PEAC 5A.02 - Men's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

60 hours lab (R)

Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 5B – Pre-Season Skills and Conditioning for Basketball

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C - Women's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)

Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C.02 - Women's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

60 hours lab (R)

Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition

and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 6 - Varsity Wrestling

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 7D – Off-Season Skills and Conditioning for Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 9 - Women's Varsity Volleyball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy

tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online, hybrid and correspondence delivery.

PEAC 32D - Fitness Center

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times. This course has been approved for hybrid delivery for emergency use only.

PEAC 44 – Yoga

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B1

IGETC Area 5A

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College

Physics I

4.0 units

CSU/UC

General Education Area: A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID PHYS 105

Prerequisite: Math 7 OR MATH 60

Intermediate Algebra or equivalent

multiple measures placement and

concurrent enrollment in Math 7

Trigonometry

Recommended Preparation: ENG 105

or equivalent multiple measures

placement

51 hours lecture/51 hours lab

This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1, B3

IGETC Area 5A, 5C

C-ID PHYS 110

Prerequisite: PHYS 2A General Physics I

51 hours lecture/51 hours lab

This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions

3.0 units

CSU/UC

General Education Area B

CSU GE Areas D8

IGETC Area 4H

C-ID POLS 110

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, and correspondence delivery.

PLSC 11 - Student Leadership

1.0 unit

CSU

51 hours lab

Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Areas D9 & E

IGETC Area 4I

C-ID PSY 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 200

Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.

51 hours lecture

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for online, hybrid and correspondence delivery.

PSY 6 – Abnormal Psychology

3.0 units

CSU/ UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 120

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course introduces the scientific study of psychopathology and atypical

behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development

3.0 units CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4 G & 4I

C-ID PSY 180

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence

3.0 units

CSU/UC

Associate Degree Area E1

CSU GE Area D7 & E

IGETC Area 4G & 4I

C-ID CDEV 100

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment

3.0 units

CSU

General Education Area E1

CSU GE Area E

C-ID PSY 115

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybrid and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 115

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Area D & E

C-ID SOCI 130

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender

3.0 units

CSU/UC

General Education Area B

CSU GE Area D4

IGETC Area 4D

C-ID SOCI 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 6A

C-ID SPAN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

58 hours lecture/34 hours lab

This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B & 6A

Prerequisite: SPAN 1 First Course in Spanish

58 hours lecture/34 hours lab

A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation,

understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking

3.0 units

CSU/UC

General Education Area D2

CSU GE Area A1

IGETC Area 1C

C-ID COMM 110

Prerequisite: ENGL 1 College

Composition

51 hours lecture

Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook. The course has also been approved for incarcerated correspondence delivery with speeches recorded in front of a live audience.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring

0.5 unit

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

8 hour lecture

This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I

3.0 units

CSU

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III

3.0 units

CSU

Recommended Preparation ENGL105

or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS)

qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals

3.0 units

CSU

34 hour lecture/151 hours lab

This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths

3.0 units

CSU

17 hour lecture/102 hours lab

This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths

3.0 units

CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab

This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas metal arc

welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on

ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding **3.0 units**

CSU

153 hours lab (R)

This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)

2.0 unit

Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)

102 hours lab (R)

Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders

2.0 units

34 hours lecture

This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming

3.0 units

17 hours lecture

102 hours lab

This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)

3.0 units

Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38

17 hours lecture

102 hours lab

This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience

1.0-8.0 units/ CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and

enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing **0.0 unit**

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I **0.0 units**

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. This course provides review and practice in these areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student has demonstrated readiness for taking the high school equivalency tests in all five core curricular areas. This course has been approved for open entry/open exit. This course has been approved for online delivery.

BS 171 Basic Skills: Pre High School Equivalency Preparation II **0.0 units**

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills **0.0 unit**

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies **0.0 unit**

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults **0.0 unit**

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COMPUTER SCIENCE

CS 150-Technical Support Fundamentals **0.0 units**

30 hours lecture
This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of

topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

CS 151-The Bits and Bytes of Computer Networking

0.0 units
30 hours lecture

This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the **fundamentals of modern networking technologies and protocols** to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

CS 152 Operating Systems and You: Becoming a Power User

0.0 units
30 hours lecture

This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

CS 153-System Administration and IT Infrastructure Services

0.0 units
30 hours lecture

This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage

cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

CS 154-IT Security: Defense against the digital dark arts

0.0 units
30 hours lecture

This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series

0.0 unit

48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success. This course has been approved for online and hybrid delivery.

CG 155 - Study Strategies Lab

0.0 unit

90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom.

The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments. This course has been approved for online and hybrid delivery.

CG 158 - New Student Orientation

0.0 unit

15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures, counseling and registration. This course has been approved for online delivery.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I

0.0 unit

68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited

0.0 unit

24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A \$40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts

0.0 unit

68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects

using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at \$1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of \$4.50 per student for the 17 week semester. An additional fee of \$30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills

0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills

0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.

34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills

0.0 unit

68 hours lab (R)

This lab course is designed to provide

students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments. This course has been approved for online, hybrid and correspondence delivery.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation

0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)

This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations

0.0 unit

16 hours lab (1 week) (R)

This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 164 – Elementary Statistics Lab

0.0 units

Co-requisite: MATH 40 Elementary Statistics.

51 hours Lab

The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab

0.0 units

Co-requisite: MATH 7 Trigonometry.

51 hours Lab

This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

MATH 168 – College Algebra Lab

0.0 units

Co-requisite: MATH 8 Advanced Algebra.

51 hours Lab

This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

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Interim Superintendent/President

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M.A. International Affairs, Catholic University of America

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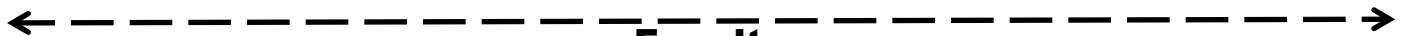
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Chad Lewis**Automotive Technology**

ASE Master Auto Technician

ASE Master Medium/Heavy Truck Technician

ASE L1 Advanced Engine Performance

ASE Service Consultant

ASE Master Engine Machinist

SCBAR Smog Check Inspector

SCBAR Smog Check Repair

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B.S. Chemistry, University of Washington

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M.A. Counseling Psychology, Humboldt State University, Arcata CA

John Martin**Gunsmithing**

Professional Gunsmith Certificate

Gunsmith Welding Certificate

NRA Basic Armor Certificate

NRA Basic Fiberglass Stock Certificate

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B.A., English: Creative Writing, University of Arizona

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B.A., Mathematics, University of Cumberland

Shar Murphy**Director of Academic Resource Center**

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Index

A

Academic Calendar.....	inside cover
Academic Freedom.....	14
Academic Policies.....	14
Academic Renewal Regulations.....	16
Academic Resource Center (ARC).....	22
Academic Progress, Probation & Dismissal.....	18
Access to Educational Records.....	22
Accreditation.....	5
Adding Classes.....	13
Administration of Justice Course Descriptions.....	89
Administration of Justice Program	
Degrees & Certificates.....	40
Administration Personnel.....	146
Admissions and Records.....	22
Admissions, Special Admit Students.....	8
Advanced Placement Examination credit for	
General Education Credit.....	17
Agriculture Program Degrees & Certificates.....	42
Agriculture Course Descriptions.....	91
Allied Health Program Degree.....	46
Alternate Time Petition.....	13
Anthropology Course Descriptions.....	94
Applying for Financial Aid.....	9
Art Course Descriptions.....	94
Art Program Degree & Certificate.....	47
Articulation Agreement.....	25
Associate Degree Requirements.....	37
Associated Student Body.....	18
Athletics.....	19
Attendance.....	12
Audit Policy.....	13
Auditing Refund.....	11
Automotive Technology, Course Descriptions Credit.....	97
Automotive Technology, Course Descriptions Non-Credit....	139
Automotive Technology Program	
Degree & Certificates.....	49
Aviation Course Description.....	99

B

BaseCamp.....	23
Basic Skills Course Description.....	139
Basic Skills, Unit Limitation.....	14
Behavioral Health.....	26
Biology Program Degree.....	52
Biology Course Descriptions.....	99
Board of Trustees.....	142
Bookstore.....	25
Business Program, Course Descriptions.....	100
Business Programs Degrees & Certificates.....	54

C

California Residents.....	9
---------------------------	---

California State University Transfer Curriculum (CSU).....	64
CalWORKs.....	23
Campus housing.....	26
Cancellation of Courses.....	13
Cooperative Agency Recourses for Education (CARE).....	24
Career Preparation.....	57
Careers Course Description (non-Credit).....	139
Career Pathways.....	33
Career Technical Education CTE/Transitions.....	26
Catalog Rights.....	5
Certificate of Accomplishment.....	30
Certificate of Achievement.....	30
Change of Records.....	14
Chemistry Course Descriptions.....	102
Child Development Course Descriptions.....	103
Child Development Program	
Degrees & Certificates.....	58
Choice of Catalog.....	5
Classification of Students.....	15
Classified Personnel.....	145
Class Schedule.....	5
College Level Examination Program (CLEP) Credit	
For General Education Credit.....	17
College Services.....	22
College Guiding Principles.....	4
College Terms.....	30
Computer Application Course Descriptions.....	105
Computer Office Technology Course Descriptions.....	106
Computer Science Course Descriptions.....	106
Conduct, Student.....	20
Confidential and Supervisory Personnel.....	144
Consumer Information.....	3
Co-requisites.....	16
Co-requisite Challenge.....	16
Cougar Café'.....	25
Counseling.....	10
Counseling & Guidance Course Descriptions (Credit).....	106
Counseling & Guidance Non-credit.....	140
Course Conflict/overlapping Courses.....	13
Course Descriptions.....	88
Course Enrollment Policies.....	13
Course Identification Numbering System (C-ID).....	37
Course Repetition.....	13
Credit by Examination.....	17

D

Definition of College Terms.....	30
Degree & Certificates.....	32
Developmental Studies Course Descriptions (Credit).....	106
Developmental Studies Course Descriptions (Non-credit)....	140
Disabled Student Programs and Services (DSPS).....	23
Disclaimer.....	3

Disclosure.....	20
Dismissal.....	18
Distance Education.....	88
Dropping Classes.....	13
Drug Free Campus.....	21

E

Economics, Course Descriptions.....	107
Economics Program Degree.....	55
Educational, Course Descriptions.....	107
EMT/EMR Course Descriptions.....	108
English Course Descriptions (Credit).....	108
English Degree.....	60
English Course Descriptions (Non-credit).....	141
English as a Second Language.....	141
Enrollment Process.....	7
Admissions.....	8
Financial Aid.....	9
Orientation.....	10
Counseling.....	10
Registration.....	10
After Enrollment.....	12
Estimated Cost of Attendance (COA).....	27
Ethnic Studies, Course Descriptions.....	109
Expression.....	20
Extended Opportunity Program and Services (EOP&S and CARE).....	23

F

Faculty.....	142
Faculty, Adjunct.....	147
Faculty Emeritus1.....	148
Family Education Rights and Privacy Act.....	22
Fees.....	11
Film Course Description.....	109
Final Examinations.....	15
Financial Aid and Scholarships.....	27
Fire Technology, Course Descriptions.....	110
Fire Technology Program Degree & Certificate.....	61
Fire Technology Non-credit.....	141
Food Service (Cougar Café).....	25
Foreign Students.....	8
Foster Youth Services.....	24

G

GED Preparation.....	57
General Education Requirements Non-Transfer.....	39
General Education Transfer Curriculum (CSU/IGETC).....	64
General Information.....	5
Geographic Information Systems.....	66
Geographic Information Systems Course Descriptions.....	117
Geography, Course Descriptions.....	116
Geology Course Descriptions.....	117
GPA (Grade Point Average).....	16
Grade Changes.....	21
Grade Disputes.....	21
Grade Reports.....	15

Grading.....	15
Graduation.....	36
Grants.....	29
Gunsmithing Course Descriptions.....	117
Gunsmithing Program, Enrollment.....	8
Gunsmithing Program Degrees & Certificates.....	67

H

Health, Course Descriptions.....	126
Health Fee.....	11
Health Occupations Certificates.....	71
Health Occupations Course Descriptions.....	126
High School Equivalency Preparation.....	57
High Tech Center.....	23
History Course Descriptions.....	132
History Degree.....	127
Honors.....	17
Housing.....	26
How to use the Catalog.....	5
Human Services, Course Descriptions.....	128
Humanities, Course Descriptions.....	128
Humanities Program Degree.....	74

I

Incomplete Grades.....	15
Industrial Technology Course Descriptions.....	129
Information, General.....	5
In Progress Grade.....	15
Instructional & Other Materials Fees.....	11
International Baccalaureate (IB) Credit for General Education Credit.....	17
International Students.....	8
Intersegmental General Education Transfer Curriculum (IGETC).....	65

K

Kinship Care.....	24
Kinesiology.....	79

L

Lassen Community College History.....	5
Lassen Community College Strategic Plan.....	2
Learning/Tutoring Center (now ARC).....	22
Library (now ARC).....	22

M

Mathematics Course Descriptions.....	129
Mathematics Non-credit.....	141
Medical Assisting.....	71
Message from the President.....	1
Military, Schools and Services.....	26
Mission Statement.....	4
Money Matters.....	10
Music Course Descriptions.....	135

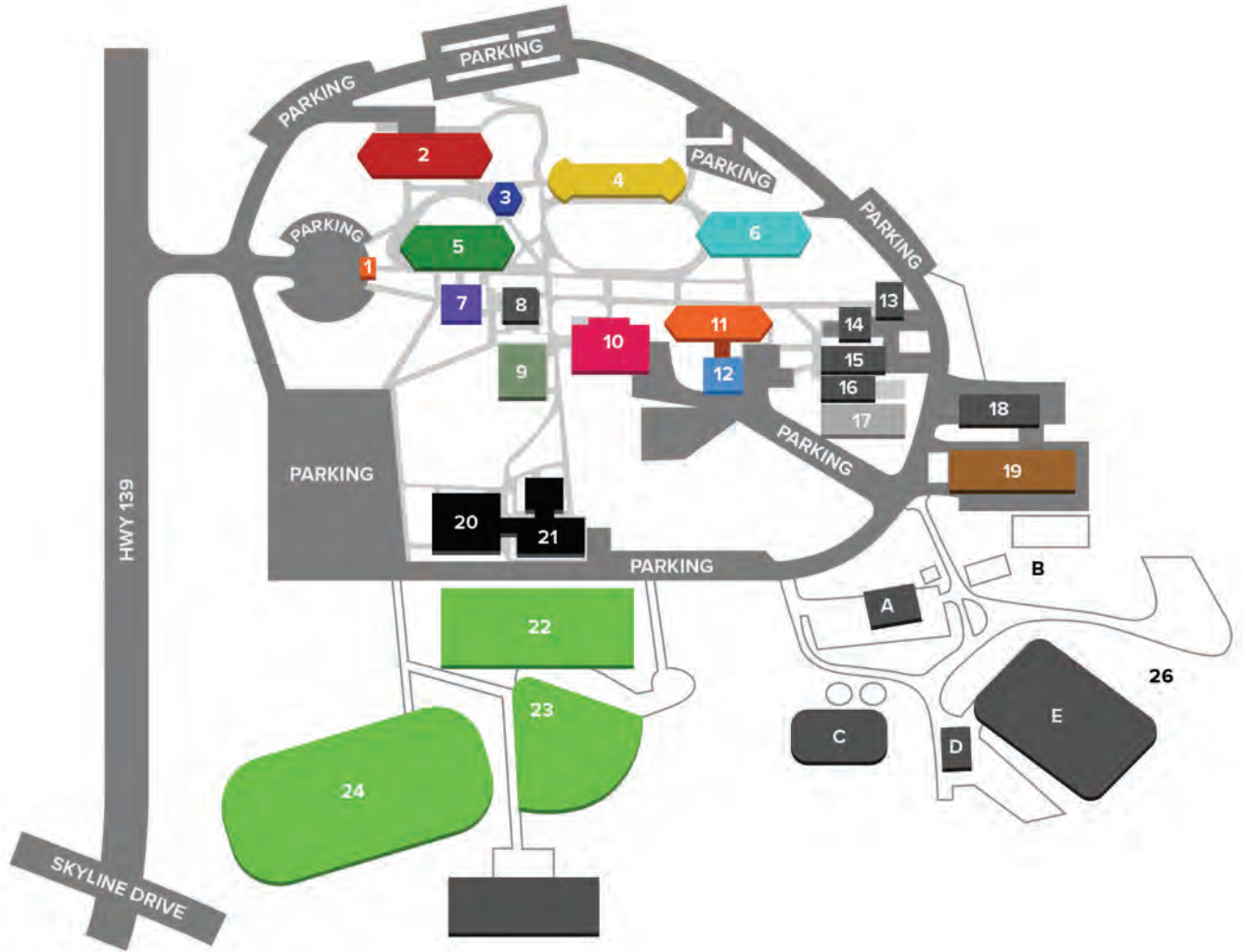
N

Natural Sciences Program Degrees.....	79
New Student Orientation.....	27
Non-Discrimination Policy.....	3
Non-Resident Fee Exemption.....	10

Non-Resident Tuition.....	10	Speech Course Descriptions	136
Non-Traditional Ways to Earn Credit.....	17	Student Activity Fee	12
Non-Traditional Learning.....	17	Student Discipline.....	20
Non Credit Course Descriptions.....	139	Student/Faculty Grade Disputes.....	16
Non Credit Certificate of Competency.....	38	Student Financial Aid Programs.....	27
Non Credit Certificate of Completion.....	38	Student Government (ASB).....	18
Nursing Degrees and Certificate.....	76	Student Grades, Records and Academic Policies	15
Nursing Course Descriptions.....	130	Student Learning Outcomes	
Nutrition and Dietetics Degree.....	78	Institutional	2
O			
Organizations.....	18	General Education for Associate Degree	39
Out of State Tuition.....	11	Program SLO's Within the Degrees and Certificates.....	38
P			
Pass/No Pass	16	Student Life and Activities.....	19
Philosophy and Criteria for Associate Degree and		Student Loans	29
General Education	4	Student Rights, Freedoms and Responsibilities.....	19
Philosophy Course Descriptions	132	Student Rules of Conduct	20
Physical Education Program Degrees	79	Student Success and Support Programs.....	6
Physical Education Course Descriptions.....	132	Student Union/Cougar Café'	25
Physical Education Activities Courses Descriptions.....	132	T	
Physical Science Course Description	132	Table of Contents.....	3
Physics, Course Description	134	Transcripts	11
Political Science Course Descriptions	134	Transfer Center	23
Prerequisites.....	16	Transfer Requirements	36
Prerequisite Challenge	16	Tutorial Service, ARC.....	22
Probation and Dismissal.....	18	Tutoring, Course Descriptions	136
Programs, Degrees and Certificates	32	U	
Psychology Course Descriptions.....	135	Unit of Work.....	18
Psychology Degree.....	82	Unit Limitations.....	18
Q			
Quick Guide to LCC		University Studies Transferable Degrees Emphasis in:	
Enrollment.....	7	Agriculture Sciences	42
R			
Recommended Preparation.....	16	Allied Health	46
Refunds.....	12	Humanities	74
Register.....	10	Natural Sciences.....	75
Reinstatement.....	18	Physical Education	79
Repetition of Courses	13	Social Sciences	83
Report Delayed.....	16	V	
Residency Information.....	9	Vaccinations/Immunizations.....	22
S			
Sexual Harassment Policy.....	22	Veteran's Services.....	27
Scholarships.....	29	Vision.....	4
Social Science Program Degrees	83	Vocational Nursing Course Descriptions.....	130
Sociology Course Descriptions.....	135	Vocational Nursing Program, Enrollment.....	8
Sociology Degree.....	85	W	
Smoking.....	21	Waiver or Substitution of Courses.....	14
Spanish Course Descriptions	136	Welding Technology Program	
Special Admit K-12 Students.....	8	Degree & Certificates.....	86
		Welding Technology Course Descriptions.....	136
		Withdrawal from College16	
		Work Experience Course Descriptions.....	138



Lassen Community College | Main Campus



- 1. Bus Stop
- 2. Creative Arts (CA)
- 3. Boardroom
- 4. Residence Hall
- 5. Humanities (HU)
- 6. Math/Science (MS)
- 7. Academic Services/ Administration
- 8. Student Quad
- 9. Business Office
- 10. Cougar Café
- 11. Admissions/ Student Services/ Voc Tech (VT)
- 12. Gunsmithing
- 13. Correspondence Office
- 14. Storage
- 15. "M" Building
- 16. Storage
- 17. Child Development Center (CDC)
- 18. Shipping & Receiving/ Maintenance
- 19. Trades (TR)
- 20. Sports Complex
- 21. Athletic Offices
- 22. Practice Soccer Field
- 23. Softball Field
- 24. Soccer Field/ Track
- 25. Storage/ Co Gen
- 26. Agriculture / Equine Complex



An Accredited Institution (ACCJC)

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COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling (/student-services/counseling/Pages/default.aspx) » Transfer Center

Transfer Center

The Transfer Center is designed to help you plan your continued education. If you intend to transfer to a 4-year college or university after your time at LCC, visit the Transfer Center (located within the Counseling Office) for personalized assistance with the transfer and university application process. In addition to helping with the university search and application process, the Transfer Center also organizes field trips to various colleges and universities.

Services provided in the Transfer Center (/student-services/counseling/Pages/Transfer-Center-Services.aspx)

TRANSFER DEGREES - If it is your goal to transfer, be sure you are working towards a *degree designed for transfer*. See our list of TRANSFER DEGREES (/student-services/counseling/Pages/Transfer-Degrees.aspx), and check with your counselor or the Transfer Center assistant to be sure your degree and your Education Plan are accurate and up to date.

WHERE SHOULD I TRANSFER?

There are many considerations when choosing a 4-year college or university, and the Transfer Center can help you explore all possibilities. Some questions to ask yourself are:

- Do I want to move away? If so, how far? Or should I look for a college with an online program?
- Does the college offer the program/degree I want?
- Do I want a small school or a large school? Big city or smaller town?
- Does the college offer the sport I want to play?
- Have I taken all the required classes to transfer to a particular college?

CSU - California State University

About 50,000 California Community College students transfer to a CSU campus each year. The CSU system is comprised of **23 campuses** and includes Sacramento State, Chico State, Humboldt State, CSU Long Beach, Cal Poly San Luis Obispo and 18 more across the state. CSU Website (<https://www2.calstate.edu/csu-system/about-the-csu>)

UC - University of California

Over 19,000 students transfer to a UC campus from a California Community College every year. The UC system is made up of **9 campuses** including UC Davis, UC Berkeley, UCLA, UC Santa Cruz, UC Irvine and 5 others. UC Website (<https://www.universityofcalifornia.edu/uc-system>)

Out-of-State or Private Colleges

Many students find an out-of-state or private college to be their best choice. One popular option is the University of Nevada, Reno. Because requirements can vary for out-of-state and private schools, please talk to your counselor or the Transfer Center assistant about all your options. UNR Website (<https://www.unr.edu/>)

Websites to narrow your search

Check out Big Future - The College Board College Search (<https://bigfuture.collegeboard.org/college-search>)

For ATHLETES, the best websites are the NCAA (<http://www.ncaa.org/>) and the NAIA (<http://www.naia.org/ViewArticle.dbml?ATCLID=205341055>)

WILL ALL MY COURSES TRANSFER?

In general, Lassen College courses numbered 1-49 will transfer to the CSU campuses and may transfer to UC campuses as well as many private and out-of-state schools. But because there are numerous variables, it is important that you begin the discussion about transferring *early*. The Transfer Center can assist you in determining course transferability to schools you are considering.

USE **ASSIST** TO CHECK TRANSFERABILITY

ASSIST (<https://www.assist.org/>) is the official transfer and articulation system for California's public colleges and universities. Students can use ASSIST to check how their classes transfer to the California CSU and UC systems.

General Education Courses

CSU General Education (/current-students/Documents/CSU%20GE%20Certification.pdf) -

All courses are transferrable to the CSU System

IGETC (/current-students/Documents/IGETC%20Certification.pdf) - Intersegmental General

Education Transfer Curriculum - All courses are transferrable to the UC System

COLLEGE, CAREER & TRANSFER FAIR

The College, Career & Transfer Fair is an annual event hosted by the Transfer Center each fall semester. Over 25 college representatives from various CSU, UC, CA private colleges and out-of-state universities will be in the Sports Complex to highlight their programs and answer questions. It's a great way to get more information about colleges you may be considering. For more information, click College, Career & Transfer Fair. (</student-services/counseling/Pages/College-Day.aspx>)

WHEN DO I HAVE TO APPLY?

While it varies, many universities require that you apply up to **10 months** before you plan to attend. For instance, applications for the CSU and UC campuses are accepted in **October/November** for the following fall term. Check with the Transfer Center for application deadlines.

Because 4-year colleges offer different majors and have different requirements, it is helpful to get personalized help with your college search and application process. **Visit the Transfer Center today!**

UPCOMING TRANSFER CENTER EVENTS:

FALL 2022 APPLICATION SEASON BEGINS OCTOBER 1, 2021. For assistance with completing the CSU or UC application or with college research, please email lcctransfer@lassencollege.edu

Contact Information

Email: lcctransfer@lassencollege.edu

Office phone: 530.251.8848

Office Location: Student Services Building - within the Counseling Office

Related Links

Admissions - CSU System (<https://www2.calstate.edu/apply>)

Admissions - UC System (<http://admission.universityofcalifornia.edu/how-to-apply/index.html>)

University of Nevada, Reno (<https://www.unr.edu/>)

ASSIST - transfer agreements (<https://www.assist.org/>)

[Admissions \(/student-services/admissions/Pages/default.aspx\)](/student-services/admissions/Pages/default.aspx)

[Special Admit - Concurrent Enrollment \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[Basecamp \(/student-services/basecamp/Pages/default.aspx\)](/student-services/basecamp/Pages/default.aspx)

[CalFresh Outreach \(/student-services/basecamp/Pages/CalFresh-Outreach.aspx\)](/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

[CalWORKs \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

[DSP&S \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[Foster Youth \(/student-services/basecamp/foster-youth/Pages/default.aspx\)](/student-services/basecamp/foster-youth/Pages/default.aspx)

[Kinship \(/student-services/basecamp/kinship/Pages/default.aspx\)](/student-services/basecamp/kinship/Pages/default.aspx)

[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

[Counseling \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Transfer Center \(/student-services/counseling/Pages/Transfer-Center.aspx\)](/student-services/counseling/Pages/Transfer-Center.aspx)

[Graduation \(/student-services/counseling/Pages/Graduation.aspx\)](/student-services/counseling/Pages/Graduation.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Federal Aid Programs \(/student-services/financial-aid/federal-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/federal-aid-programs/Pages/default.aspx)

[Institutional Aid Programs \(/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/institutional-aid-programs/Pages/default.aspx)

[State Aid Programs \(/student-services/financial-aid/state-aid-programs/Pages/default.aspx\)](/student-services/financial-aid/state-aid-programs/Pages/default.aspx)

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[or browse our A-Z site index \(/a-z\)](#)

 (<https://www.facebook.com/LassenCommunityCollege>)

 (https://twitter.com/Lassen_College)



(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

Lassen Community College
478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information \(/about/pages/emergency-information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities \(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



Counseling Office

Lassen Community College

PO Box 3000 Susanville, CA 96130

Phone: (530) 251-8842 - Fax: (530) 251-8885 email: evaluator@lassencollege.edu

Transcript Evaluation Request

Instructions: Complete this form if you have completed coursework at any college AND you have submitted official transcripts for colleges previously attended to Lassen Community College. Once completed, submit this form to the Counseling Office, by fax, email, or mail – see above.

Step 1 – Student Information

Date Completed: _____

Last Name: _____ First Name: _____ Prior Last Name(s): _____

LCC Student ID #: _____ Phone #: _____ Email: _____

Mailing Address: Street: _____ City: _____ State: _____ Zip: _____

Step 2 – Transcript Information

You must submit all official transcripts to the Admissions and Records office. Requests will not be processed until all transcripts are submitted and received and this request form is complete. Please list colleges you attended below:

Transcript #1 from: _____ Transcript #3 from: _____

Transcript #2 from: _____ Transcript #4 from: _____

Advanced Placement Exam: _____ IB or CLEP: _____

** Foreign transcripts must be submitted to an independent evaluation agency for U.S. equivalencies and then submitted to our Admissions and Records Office.

*** You **DO NOT** need to have official transcripts evaluated to meet a prerequisite for a course you are trying to enroll in. Please contact the Counseling Office at (530)251-8842 for prerequisite questions.

Step 3 – Evaluation Information

LCC Associate Degrees and Certificates: Please check below and list major

- | | |
|--|--------------|
| <input type="checkbox"/> Associate Degree for Transfer | Major: _____ |
| <input type="checkbox"/> Associate Degree | Major: _____ |
| <input type="checkbox"/> Certificate | Major: _____ |

- LCC Vocational Nursing Program:
- Prerequisites
 - Associate Degree General Education

- Transfer Certifications:
- CSU GE
 - IGETC

Upon completion of the Transcript Evaluation, an email will be sent to you. If you have any questions, please contact the Counseling Office at 530-251-8842 or evaluator@lassencollege.edu.

Transcript Evaluation Information

Evaluations are processed within 2 to 4 weeks, not including open registration or graduation periods. Students must have applied to Lassen College and have an LCC ID number to qualify for a transcript evaluation.

Official Transcripts from all regionally accredited colleges and/or universities must be on file before an evaluation will occur. It is the responsibility of the student to provide official transcripts, photocopies will not be accepted. AP exam results and IB or CLEP documentation is needed to be considered for credit.

Equivalencies are granted based on course description and content comparison. If Lassen Community College does not offer a comparable course, other resources are used to determine transferability. These additional resources are ASSIST- the official repository of articulation for California's colleges and universities, and TES/CollegeSource.

Transcript Evaluation FAQ's

1. Do I need to have my former transcripts evaluated?

If you are planning to complete a Certificate or Degree at Lassen Community College, you should have your transcripts evaluated. If you are not pursuing a certificate or degree, you do not need to submit transcripts for an evaluation.

2. What is required for a transcript to be evaluated?

All of the following:

- A sealed official transcript must be submitted, or electronically submitted from the college
- Submit a completed Transcript Evaluation Request form
- Must have applied to Lassen Community College and have an ID number
- Previously attended institutions must be regionally accredited in order to receive transfer credit

3. Where do I have my transcripts sent to?

Lassen Community College, Admissions and Records, PO Box 3000, Susanville, CA 96130

4. Where do I send my Transcript Evaluation Request form?

Mail to: Lassen Community College, Counseling Office, PO Box 3000, Susanville, CA 96130

Email to: evaluator@lassencollege.edu

Fax to: 530-251-8885



(/)

ADMISSIONS

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Admissions

Admissions and Records

Whether you are new to LCC, continuing to complete your educational goals, upgrading your job skills, or taking classes for personal development, LCC can help you achieve your goals.

Admissions and Records can assist you in class registration and accessing your educational records. We recognize that deadlines and regulations can impact the progress students make and we are available to answer questions and direct students to the correct resources or offices.

Admissions and Records is located in the Student Services Building room VT 116.

Office Hours:

8:00am to 4:20pm Monday- Friday

We are available via email, fax, and phone:

Physical Address - 478-200 Hwy 139 Susanville, CA 96130

Mailing Address - P.O. Box 3000 Susanville, CA 96130

lccadmissions@lassencollege.edu (mailto:lccadmissions@lassencollege.edu)

(530)251-8802 Fax

(530)251-8808 Phone

Drivers Training

Admissions and Records offers a Driver's Training Course. Just come to our office between 8am and 4pm and fill out a couple papers, provide proof of DMV permit and pay \$220.00 and we will provide you with the phone number of the instructor to contact to set up your drive times. It's that simple.

Returning students who have not taken courses the previous year need to complete an updated application in CCCApply. Returning students who miss one primary semester are only required to update their personal information on WebAdvisor.

NOTICE OF PRIORITY REGISTRATION GUIDELINES

Beginning in fall of 2014 students who are placed on academic or progress probation level 1 or 2, or who have completed over 100 units will not be eligible for priority registration. Priority groups: active-duty military and veterans and current and former foster youth and Cal WORKS participants will continue to have first call on courses, as well as the students in Extended Opportunity Programs and Services and Disabled Students Programs and Services.

The California Community Colleges Board of Governors approved changes that will establish system-wide enrollment priorities designed to ensure classes are available for students seeking job training, degree attainment or transfer and to reward students who make progress toward their educational goals.

Students are encouraged to meet with a counselor. A counselor will be able to advise you on your educational progress and will identify the steps to take to ensure your success at Lassen Community College. We encourage students to take advantage of this opportunity to help improve progress toward your educational goals. Students nearing the unit cap should carefully plan their remaining courses.

Admissions and Records (530) 251-8808

Counseling (530) 251-8842

Forms

- Registration Card (</student-services/admissions/Documents/Admissions-Records/Registration%20Card.pdf>)
- Alternate Time Petition (</student-services/admissions/Documents/Admissions-Records/Alternate%20Time%20Petition.pdf>)
- Audit Card (</student-services/admissions/Documents/Admissions-Records/Course%20Audit%20Card.pdf>)
- California Residency Application (</student-services/admissions/Documents/Admissions-Records/California%20Residency%20Application.pdf>)
- Change of Major/Ed. Goal (</student-services/admissions/Documents/Admissions-Records/Change%20of%20Major%20Form.pdf>)

- [Change of Personal Information Form \(/student-services/admissions/Documents/Admissions-Records/Change%20of%20Personal%20Information%20Form.pdf\)](/student-services/admissions/Documents/Admissions-Records/Change%20of%20Personal%20Information%20Form.pdf)
- [Charge Card Authorization \(/student-services/admissions/Documents/Admissions-Records/Charge%20Card%20Authorization%20Form.pdf\)](/student-services/admissions/Documents/Admissions-Records/Charge%20Card%20Authorization%20Form.pdf)
- [Financial Guarantee \(/student-services/admissions/Documents/Admissions-Records/Financial%20Guarantee.pdf\)](/student-services/admissions/Documents/Admissions-Records/Financial%20Guarantee.pdf)
- [International Student Application \(/student-services/admissions/Documents/Admissions-Records/International%20Student%20Application.pdf\)](/student-services/admissions/Documents/Admissions-Records/International%20Student%20Application.pdf)
- [Pass/No Pass Card \(/student-services/admissions/Documents/Admissions-Records/Pass-NoPass%20Card%20COVID-19%20\(2\).pdf\)](/student-services/admissions/Documents/Admissions-Records/Pass-NoPass%20Card%20COVID-19%20(2).pdf)
- [Petition to Repeat a Course \(/student-services/admissions/Documents/Admissions-Records/Petition%20to%20Repeat%20a%20Course.pdf\)](/student-services/admissions/Documents/Admissions-Records/Petition%20to%20Repeat%20a%20Course.pdf)
- [Release of Information \(/student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf\)](/student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf)
- [Steps for International Students \(/student-services/admissions/Documents/International-Students/Steps%20for%20International%20Students.pdf\)](/student-services/admissions/Documents/International-Students/Steps%20for%20International%20Students.pdf)
- [Transcript Evaluation Form \(/get-started/Documents/Transcript%20Evaluation%20Request.pdf\)](/get-started/Documents/Transcript%20Evaluation%20Request.pdf)
- [Transcript Request Form \(/student-services/admissions/Documents/Admissions-Records/Transcript%20Request%20Form.pdf\)](/student-services/admissions/Documents/Admissions-Records/Transcript%20Request%20Form.pdf)
- [Transportation Maintenance Allowance \(/student-services/admissions/Documents/Admissions-Records/Transportation%20Maintenance%20Allowance%20Application.pdf\)](/student-services/admissions/Documents/Admissions-Records/Transportation%20Maintenance%20Allowance%20Application.pdf)

Related Links

- [Apply for Admission \(https://www.opencccapply.net/cccapply-welcome?cccMisCode=131\)](https://www.opencccapply.net/cccapply-welcome?cccMisCode=131)
- [Grading Memo to Students \(/student-services/admissions/Documents/Admissions-Records/Grading%20Memo%20to%20Students%20from%20VP.4.24.20.pdf\)](/student-services/admissions/Documents/Admissions-Records/Grading%20Memo%20to%20Students%20from%20VP.4.24.20.pdf)
- [Counseling \(/student-services/counseling\)](/student-services/counseling)
- [Gunsmithing \(/academics/programs/gunsmithing/Pages/default.aspx\)](/academics/programs/gunsmithing/Pages/default.aspx)
- [Nursing \(/academics/programs/vocational-nursing/Pages/default.aspx\)](/academics/programs/vocational-nursing/Pages/default.aspx)
- [New Student On-line Orientation \(/student-services/admissions/Documents/New%20Student%20On-line%20Orientation.pdf\)](/student-services/admissions/Documents/New%20Student%20On-line%20Orientation.pdf)
- [Financial Aid \(/student-services/financial-aid\)](/student-services/financial-aid)
- [Campus Map \(/about/Pages/Campus-Map.aspx\)](/about/Pages/Campus-Map.aspx)
- [Tuition & Fees \(/student-services/admissions/Pages/Tuition-and-Fees.aspx\)](/student-services/admissions/Pages/Tuition-and-Fees.aspx)
- [2019 - 2020 Academic Calendar \(/academics/Documents/Academic-Calendars/2019%20-%202020%20Academic%20Calendar.pdf\)](/academics/Documents/Academic-Calendars/2019%20-%202020%20Academic%20Calendar.pdf)
- [2020 - 2021 Academic Calendar \(/academics/Documents/Academic-Calendars/2020%20-%202021%20Academic%20Calendar.pdf\)](/academics/Documents/Academic-Calendars/2020%20-%202021%20Academic%20Calendar.pdf)
- [2019 - 2020 Course Catalog \(/academics/Documents/Catalogs/2019%20-%202020%20Catalog.pdf\)](/academics/Documents/Catalogs/2019%20-%202020%20Catalog.pdf)

Select Student Population

- Special Admit C12\K12 (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)
- International Students (/student-services/admissions/Pages/International-Students.aspx)
- AB540 Students (/student-services/admissions/Documents/AB540.pdf)

Contact Information

Email:

lccadmissions@lassencollege.edu (mailto:lccadmissions@lassencollege.edu)

Office Phone: 530.251.8808

Office Location: Student Services Building

APPLY NOW
([HTTPS://WWW.OPENCCCAPPLY.N](https://www.opencccapply.net/cccapply-welcome?cccmiscode=131)
ET/CCCAPPLY-WELCOME?
CCCMISCODE=131)

Admissions (/student-services/admissions/Pages/default.aspx)

Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

International Students (/student-services/admissions/Pages/International-Students.aspx)

Veterans (/student-services/admissions/veterans/Pages/default.aspx)

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Counseling (/student-services/counseling/Pages/default.aspx)

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Transfer Center (/student-services/counseling/Pages/Transfer-Center.aspx)

Graduation (/student-services/counseling/Pages/Graduation.aspx)

Financial Aid (/student-services/financial-aid/Pages/default.aspx)

Federal Aid Programs (/student-services/financial-aid/federal-aid-programs/Pages/default.aspx)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)

LCC Counseling Department Zoom Meeting

August 11, 2020 8:00 a.m.

Present: Adam Runyan, Alison Somerville, Barbara Baston, Brady Reed, Cathy Harrison, Janet Marinoni, Sandra Jonas, Seaira Harrington, Tom Rogers

1. Check In – Brady would like a schedule of who will work in the Welcome Center on Monday-Wednesday-Thursday
2. Late Starts – Cathy asked if students need an instructor signature after the 1st week of school. Alison said no signatures are needed the first week of school. Students will need instructor approval on the 2nd week, usually via email to A&R.
3. LHS Cohort – Adam reported that Micah did a good job getting LHS students enrolled this summer. There are still 30 more needing to register. Another section was opened. It was discussed and agreed that Adam will contact Micah to get in contact with his LHS students about enrolling.
4. Accreditation – Alison shared that we need a Transfer Policy. We have information in our catalog and on the website, but not a policy and it is needed. Alison came up with a draft to review. We can then get it to senate and move it forward. It is really important and easy to implement. It explains what we accept as credit from other accredited institutions.
5. Brady brought up about 12 month coverage and calendars. Counselors work 11 months with 1 month off. 199 days. Brady prefers to cover summer with current counselors if possible instead of everyone taking off at the same time. Discussed what the preferences were.
6. Next meeting scheduled this Thursday 8-9 am.

LCC Counseling Department Zoom Meeting

September 8, 2020 8:00 a.m.

Present: Adam Runyan, Alison Somerville, Barbara Baston, Cathy Harrison, Janet Marinoni, Sandra Jonas, Seaira Harrington, Tom Rogers

1. Datatel, FAFSI – Tabled
2. Transfer Policy- Alison asked if anyone had feedback, she would like to get it to the senate for review the week of the 24th.
3. AUO Update – We updated last year. Alison asked if we want to look at them again, are our goals the same?
4. NIPR Review – Alison asked if we want to review and update? There will be a new template next year. All agreed that will update this year and review next year when the new template is available.
5. Ed Plans – Cathy asked how we are going to do Ed Plans this year with Covid, as students are not allowed on campus except 3 days a week in the welcome center. Barbara suggested online, on the phone, and on campus in the welcome center. Barbara reported she has a lot of Baseball players: 50% in town, 50% out of town.
6. MQ Definition for Counseling – Discussed counseling equivalencies on applications. All counselors agreed to include the new language/verbiage “education with emphasis in counseling and student services/student affairs/student personnel.”
7. PE Curriculum Cards – All liked a suggested course sequence, give Alison feedback on it.
8. Next Meeting – Tuesday Sept. 15, 2020 8 am.

Policy on Transfer of Credit

*Approved Revision
January 2010*

Background

Students experience transfer of credit as an issue critical to the successful completion of their educational goals. The majority of students attending two-year and community colleges typically attend more than one institution before completing their degree or certificate program. In addition, a large proportion of students seeking degrees or certificates will desire to pursue higher education at some time in the future.

Many factors contribute to student attendance at multiple institutions of higher learning;

- Economic, geographic and employment mobility;
- Desire to transfer distance learning credits to site-based institutions;
- Desire to transfer credit for experiences gained from employer training programs;
- Desire to transfer credits from foreign institutions.

These situations necessitate clear institutional policies on how academic credit is awarded and on how students can transfer academic credit. Institutions need to be flexible and open in considering alternative approaches to facilitating transfer of credit to benefit students.

The ACCJC is committed to:

- Enhancing educational opportunity by facilitating student mobility;
- Helping institutions to develop effective transfer of credit practices;
- Assuring that institutional transfer of credit practices are consistent with accreditation standards and policies;
- Maintaining effective communication between the Commission and member institutions in order to facilitate institutional adherence to standards and policies and support improvement of transfer of credit between institutions.

Policy

Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.

Policy Elements

Institutions considering transfer of credit from another institution must evaluate and ensure that:

- There is a balanced approach to decisions about whether to accept transfer of credit. Clearly stated policies and procedures for consideration of transfer of credit must be developed, followed, and maintained. Sound mechanisms for ongoing review and updating of policies and procedures must be established. The policy must include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education¹;
- The educational quality of the sending institution is the primary consideration. Receiving institutions must ensure that decisions are based on a fair assessment of the institution's educational quality and may include the regional, specialized and national accredited status of an institution, along with other factors as appropriate. Institutions should be flexible and open in considering alternative or innovative forms of educational delivery that may characterize the institution where the student received the credits proposed for transfer;
- There is assurance that the institution from which a student desires to transfer credit is a legitimate institution accredited by a U.S. Department of Education recognized accrediting body or that the institution, if in another country, is approved by the legitimate accreditation or quality assurance agencies that operate in that country;
- There is assurance that transcripts and other credentials provided for purposes of transfer of credit are legitimate and, if validated by a third party foreign credential services, that the credential service agency is valid²;
- The nature, content, associated student learning outcomes, and level of credit(s) earned at the sending institution are comparable to those of the credit(s) offered at the receiving institution;
- The credit(s) earned for the programs offered by the sending institution, in light of the student's educational goals, are appropriate and applicable to the credits the student seeks to transfer to the receiving institution's program;
- The receiving institution acts consistently and fairly in its review of the courses that students propose to transfer for credit. Students must be treated equitably as they seek to transfer credit, and institutions must consider all requests to transfer credit carefully before making decisions; and,
- College publications used to inform or recruit students provide accurate and timely information about transfer of credit policies and procedures to students, the public, and sending institutions. The information should include clearly defined procedures, deadlines, and documents needed from sending institutions when attempting transfer of credit as well as essential academic factors that are involved in transfer of credit decisions (such as existing course equivalencies, content and/or student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite). These policies must be publically disclosed.

Effective public communication is maintained through an ongoing exchange with students and the public about transfer of credit opportunities and limitations through catalogues, counseling and advising, and websites. Ongoing contact and information exchange among institutions that

¹ Required by the Higher Opportunities Education Act as amended.

² The ACCJC recommends that AACRAO services be used.

routinely send and receive transfer students must be sustained. Information to students and the public about special circumstances that may affect the ease or difficulty of transfer of credit shall be provided.

Where software or a website is used to offer customized transfer of credit information or information on articulation agreements to students, it is accurate and current. Where provision is made for electronic transfer of credit, application for transcript analysis, or other key functions, it is confidential, secure, accurate and current.

Adopted January 2005; Revised January 2010



Wednesday, September 23, 2020
Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
 Or Telephone:
 Dial:
 +1 669 900 6833 (US Toll)
 +1 253 215 8782 (US Toll)
 +1 346 248 7799 (US Toll)
 +1 312 626 6799 (US Toll)
 +1 646 876 9923 (US Toll)
 +1 301 715 8592 (US Toll)
 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/j/94056618152>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	<p>Hi there, Adam Runyan is inviting you to a scheduled Zoom meeting. Topic: Academic Senate Time: This is a recurring meeting Meet anytime Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152# Or Telephone: Dial: +1 669 900 6833 (US Toll) +1 253 215 8782 (US Toll) +1 346 248 7799 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 301 715 8592 (US Toll) Meeting ID: 940 5661 8152 International numbers available: https://cccconfer.zoom.us/j/94056618152 Or Skype for Business (Lync): SIP:94056618152@lync.zoom.us</p>

Subject **1.02 Approval of Agenda**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment**3. Action****Subject** **3.01 GIS CA Program Placement**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Place GIS Program

Subject **3.02 Correspondence Faculty Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Correspondence Faculty Handbook

File Attachments

[Correspondence Faculty Handbook Update 9.16.20.docx \(112 KB\)](#)[Correspondence Faculty Handbook.doc \(288 KB\)](#)**Subject** **3.03 Curriculum and Academic Standards Committee Charge**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Reaffirm charge with changes.

File Attachments

[Curriculum and Academic Standards Committee Charge.pdf \(49 KB\)](#)

Subject **3.04 2020-2021 IPR Timeline Addendum**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Discussion

Revised IPR timeline for this year only.

File Attachments
[IPR Timeline.docx \(14 KB\)](#)
[2020-2021 IPR Timeline.docx \(20 KB\)](#)

Subject **3.05 Transfer Policy**

Meeting **Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom**

Category **3. Action**

Type **Action**

Recommended Action **Approve Transfer Policy**

File Attachments
[Transfer Policy.docx \(18 KB\)](#)
[Transfer-of-Credit ASSJC.pdf \(59 KB\)](#)

Subject **3.06 Curriculum/Academic Standards Committee**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Assign vacant spot of Curriculum Academic Standards Committee for 2020-2021 year

4. Discussion

Subject **4.01 Budget Development Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[2019-2020 Planning-BudgetDevelHandbook.docx \(1,200 KB\)](#)

Subject **4.02 IPR Handbook**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

Update and Edit IPR Handbook

File Attachments
[2019 IPR Handbook-1.docx \(1,688 KB\)](#)

Subject 4.03 IPR Review Form

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

IPR Review Checklist/Rubric. This document will aid our IPR Mentors when reviewing programs and become a tool for future reviews.

File Attachments
[IPR Review form.docx \(28 KB\)](#)

5. Information

Subject 5.01 ASCCC Faculty Empowerment Leadership Academy

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

Applications Open - Faculty Empowerment and Leadership Academy (FELA) | Due November 1, 2020

The ASCCC proudly introduces the new Faculty Empowerment and Leadership Academy (FELA), a one-to-one mentoring program designed to meet the needs of our diverse faculty in the California community college system. The program will provide opportunities for participants to engage in empowerment for personal and professional development, including networking opportunities and support through an entire year (starting in spring 2021 and ending in summer 2022).

FELA will focus on the development of faculty from groups historically underrepresented within higher education leadership, such as Black/African American, Latinx, Native American, Asian-Pacific Islander, and women. The academy will provide opportunities to connect with leaders, empower faculty to seek leadership roles, and provide regular contact with mentors. All activities in this leadership development program are designed to ensure participants are ready to meet the challenges of engaging in transformative leadership and equity-minded approaches to working with diverse student populations.

Are you interested in being a FELA Mentor or Mentee? Please complete the attached application and submit to FELAAcademy@asccc.org by 5:00 p.m. on November 1, 2020. Mentors and Mentees will be notified of

their application status on December 15, 2020. For more information on FELA or Mentor/Mentee expectations please visit our FELA webpage. Please direct any questions to FELAAcademy@asccc.org.

File Attachments

- [Mentee Application Fall 2020 R.docx \(57 KB\)](#)
- [Mentor Application Fall 2020 R.docx \(56 KB\)](#)

Subject **5.02 Credit for Prior Learning (CPL) Internal Approval Process**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

Solidify Credit for Prior Learning (CPL) policies and procedures into our internal approval process.

Suggested Stakeholder Starting Point

- Student Services Faculty
- Instructional Faculty
- Administration Allies (ideally in a leadership role)
- Student Learning Outcomes Subject Matter Expert (SME)
- Articulation SME
- CTE SME
- Veterans Services
- Records/Registrar Staff
- Evaluator
- Dean of Strong Workforce
- Chair of Counseling
- Research and Policy (R&P) Director
- Curriculum Chair
- Senate President and Vice President
- Professional Development Coordinator
- Director of IT

File Attachments

- [Credit for Prior Learning Sample Cross-walk_Automotive.xlsx \(820 KB\)](#)
- [Credit for Prior Learning Cross-walk Template.xlsx \(20 KB\)](#)

6. Reports

Subject **6.01 Administration**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject 8.01 Adjournment

Meeting Sep 23, 2020 - Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Academic Senate Meeting September 23, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:04 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Carie Camacho, David Corley, Lisa Gardiner, Roxanna Haynes, Sue Kelley, Chad Lewis.

1.02 Approval of Agenda

(Baker/Rupley – Consensus)

1.03 Approval of the Minutes

September 9, 2020 meeting minutes.

(Baker/Lin MSCU)

2. Public Comment

None

3. Action

3.01 GIS CA Program Placement

It was placed in Business to get it off the ground, but should be a new program and named as Information Systems. We are still working out who will be in charge of the program, as only Adjunct Instructors will be teaching for now.

(Downing/Rupley MSCU)

3.02 Correspondence Faculty Handbook

Handbook has had a comprehensive review and update. It has been updated with new information and examples. Discussion to change when correspondence packets are due. Motion to approve, with the change of language to refer to being notified by correspondence office when correspondence packets are due.

(Wiser/Rupley MSCU)

3.03 Curriculum and Academic Standards Committee Charge

Reaffirm charge with changes of added “via zoom in the charge” and “Program SLO’s in number 4 of the charge.

(Rupley/Lin MSCU)

3.04 2020-2021 IPR Timeline Addendum

The current IPR timeline is already behind. To complete past due, or out of sequence, IPR’s a timeline Addendum will be needed. Timeline Addendum discussed by Lisa Gardiner. This addendum is to facilitate the completion of the late IPR’s in a timely fashion. Workflow for Academic Senate and Curriculum Committee was considered in creating this timeline.

(Downing/Baker MSCU)

3.05 Transfer Policy

Motion to table item and set for special meeting for approval.

(Rupley/Wiser MSCU)

3.06 Curriculum/Academic Standards Committee

Assign vacant spot of Curriculum Academic Standards Committee for 2020-2021 year

Appoint Thomas Robb to the Curriculum Committee
(Downing/Baker MSCU)

4. Discussion

4.01 Budget Development Handbook

This was discussed at Consultation Council and it actually should belong in Academic Senate. The handbook will be reviewed, edited and brought back for approval.

4.02 IPR Handbook

Lisa Gardiner shared that the handbook has been updated with some housekeeping for clarity and accuracy. The dates were also updated. It is ready for action. A comprehensive review and update should take place and be ready for the next evaluation cycle. Senators requested to review prior to bringing back for approval.

4.03 IPR Review Form

Lisa Gardiner shared the new IPR Review Form for IPR Mentors to use in reviewing the draft IPR's.

5. Information

5.01 ASCCC Faculty Empowerment Leadership Academy

It will be November 1, 2020. They are looking for Mentors and Mentees. If someone is interested, please let President Runyan know.

5.02 Credit for Prior Learning (CPL) Internal Approval Process

Roxanna Haynes shared this is supposed to be approved by December 31, 2020. It was discussed that we already have a BP and AP for Credit by Exam, and we may just need to update this policy to meet the requirements. Further investigation and work will be completed and the item will be brought back for approval as needed.

6. Reports

6.01 Administration

Roxanna – Committed to online modality for spring 2020. Tri-Chairs are doing a fantastic job with accreditation.

6.02 Senators

Yuting Lin – Seaira Harrington and her are working on a Suicide Prevention plan and wanting direction on how to get the plan approved. Suggested to talk with HR/Planning Committee and Safety Committee before considering bringing to Consultation Counsel for discussion.

6.03 LCFA

None

6.04 Guided Pathways

Group met last week, nothing to report at this time

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:01pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing



Wednesday, October 14, 2020
Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or

+12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
Adam Runyan is inviting you to a scheduled Zoom meeting.
Topic: Academic Senate
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Or iPhone one-tap (US Toll): +16699006833,94056618152# or
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+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: <https://cccconfer.zoom.us/u/aenfrc5qDT>
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

Subject 1.04 Approval of Minutes - Special Meeting

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 IPR Handbook

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action

File Attachments
[2020 IPR Handbook-1 - 10.14.20.docx \(1,646 KB\)](#)

Subject 3.02 IPR Peer Review Checklist/Rubric

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action
Recommended Action Approve Peer Review Checklist/Rubric

File Attachments
[IPR Review form.docx \(28 KB\)](#)

Subject 3.03 Fire Technology Certificate of Achievement Basic Wildland Firefighter

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action
Recommended Action Approve Basic Wildland Firefighter CA

File Attachments
[Basic Wildland Firefighter Cert of Achievement.pdf \(172 KB\)](#)

Subject 3.04 FS 64B Instructor II - Instructional Development

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom
Category 3. Action
Type Action
Recommended Action Approve FS 64B

File Attachments
[FS 64B Instructor 2 Instructional Development.pdf \(183 KB\)](#)

4. Discussion

Subject **4.01 Budget Development Handbook**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[2019-2020 Planning Budget Handbook.pdf \(816 KB\)](#)

Subject **4.02 AP 4235 Credit for Prior Learning**

Meeting **Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom**

Category **4. Discussion**

Type **Discussion**

File Attachments
[AP 4235 CPL.docx \(22 KB\)](#)

Subject **4.03 Administration of Justice IPR**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[AJ_POST IPR_2020_Senate Review.pdf \(4,194 KB\)](#)

5. Information

Subject **5.01 Correspondence Faculty Handbook**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 5. Information

Type Information

File Attachments
[Correspondence Faculty Handbook - Approved.docx \(113 KB\)](#)

6. Reports

Subject 6.01 Administration

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject 6.02 Senators

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Oct 14, 2020 - Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Meeting adjournment
Action

9. Future Agenda Items



Wednesday, October 28, 2020
Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
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 International numbers available: <https://cccconfer.zoom.us/u/aenfr5qDT>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	<p>Hi there, Adam Runyan is inviting you to a scheduled Zoom meeting. Topic: Academic Senate Time: This is a recurring meeting Meet anytime Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152# Or Telephone: Dial: +1 669 900 6833 (US Toll) +1 253 215 8782 (US Toll) +1 346 248 7799 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 301 715 8592 (US Toll) Meeting ID: 940 5661 8152 International numbers available: https://cccconfer.zoom.us/u/aenfr5qDT Or Skype for Business (Lync): SIP:94056618152@lync.zoom.us</p>

Subject **1.02 Approval of Agenda**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment**3. Action****Subject** **3.01 Administration of Justice IPR**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action, Discussion

Recommended Action Review and approve AJ IPR

File Attachments
[AJ_POST IPR_2020_Senate Review.pdf \(4,193 KB\)](#)

Subject **3.02 AJ 58 Perishable Skills**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve AJ 58

File Attachments
[AJ58_Perishable Skills_LCC Course Outline.doc \(61 KB\)](#)

Subject **3.03 AJ 59 First Aid/CPR/AED Refresher**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve AJ 59

File Attachments
[AJ59_LCC Course Outline.doc \(60 KB\)](#)

Subject 3.04 FS 72B HazMat First Responder - Decontamination

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve FS 72B

File Attachments
[FS 72BHazMat First Responder Operations-Decontamination.docx \(20 KB\)](#)

Subject 3.05 Workgroup for Handbook Updates

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Assign Senators to Handbook Workgroup - Planning Budget Handbook and Governance Handbook

Work Group: A work group is created by a standing committee, subcommittee or a task force for a task-related special purpose. A work group meets as needed until the task is finished. A Work Group shall channel its recommendations or findings to the originating standing committee or task force as needed. Once the task is completed, the work group shall be dissolved.

Task forces and work groups shall make their notes available through the originating committee; posting of agendas in advance is encouraged.

4. Discussion

Subject 4.01 Business IPR Annual Update

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[Business 2020-2021 IPR Annual Update.docx \(81 KB\)](#)

Subject 4.02 Budget Development Handbook

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[2019-2020 Planning-BudgetDevelHandbook.docx \(1,200 KB\)](#)

Subject 4.03 AP 4235 Credit for Prior Learning

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[AP 4235 CPL.docx \(22 KB\)](#)

Subject 4.04 Fall Plenary Resolutions

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

Review the Fall Resolutions and make recommendations for our vote in November.

<https://drive.google.com/file/d/1eMLskGFve2IVw9WUoQshDIh9vPb8POPb/view>

Subject 4.05 Online Class Cameras-On Requirements

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

Multiple Community College stakeholders have asked the following question.

Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

File Attachments
[2020-12 Opinion re Cameras-On Requirements.pdf \(1,424 KB\)](#)

5. Information

6. Reports

Subject 6.01 Administration

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Oct 28, 2020 - Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Academic Senate Meeting October 14, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:03 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wiser

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Sue Kelley.

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes

September 23, 2020 Senate Meeting minutes

(Rupley/Baker MSCU)

1.04 Approval of the Minutes

October 7, 2020 Special Meeting Minutes

(Rupley/Baker MSCU)

2. Public Comment

None

3. Action

3.01 IPR Handbook

Reviewed suggested changes made to the handbook, to include noting location of annual update template, language related to revitalization/discontinuance policy, handbook approval methods, and minor language changes. Motion to approve with changes.

(Downing/Rupley MSCU)

3.02 IPR Peer Review Checklist/Rubric

Lisa Gardiner provided a template/Rubric for mentors to use for IRP review. Form is a living document, and will need updates in the future but is a valuable tool for current IPR review.

(Downing/Lin MSCU)

3.03 Fire Technology Certificate of Achievement Basic Wildland Firefighter

This is a new certificate, which replaces the Fire Technology Certificate of Accomplishment

(Downing/Baker MSCU)

3.04 FS 64B Instructor II - Instructional Development Course

New classes added to the Fire Technology discipline. Course has been reviewed in Curriculum Committee.

(Downing/Rupley MSCU)

4. Discussion

4.01 Budget Development Handbook

Senate President Runyan needs more information to update this handbook and is hoping to obtain the information and have item back for approval next meeting.

4.02 AP 4235 Credit for Prior Learning

Comprehensive review and updating to this AP is needed to meet new guidelines. This is in progress

and the policy will be brought back at a future meeting. It was discussed that there may be funds available to help finance the crosswalks required.

4.03 Administration of Justice IPR

First review by Senate and comments received. IPR will be action item next meeting.

5. Information

5.01 Correspondence Faculty Handbook

This handbook has been reviewed by Dana Armeson, LCC Correspondence Coordinator and updates have been made.

6. Reports

6.01 Administration

Carie Camacho shared that all programs have received their IPR data. Human Services does not have a full-time instructor to complete the IPR, so negotiations will be underway to offer the special assignment to faculty. Also, employee evaluations are underway and going as planned. Camacho thanked the Academic Senate for their work and support.

6.02 Senators

Andy Rupley is trying something new as a division chair. He is recording "how to" videos on topics like syllabus development, attendance sheets, grading, etc. and could share those videos if there is a desire. It was suggested that he create a Canvas shell to house the videos.

Adam Runyan will be attending the Academic Senate Area A meeting this next Friday.

6.03 LCFA

None

6.04 Guided Pathways

The LCC Foundation approved and will be providing \$100.00 gift cards/month to hire students this semester. In the past, they were given gift cards for services on campus, but since those services are all closed due to COVID, another option was sought.

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:14 pm
(Baker/Rupley MSCU)

Respectfully Submitted,
T. Downing

Academic Senate Meeting October 28, 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:01 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley

Guests: Tiffany Baiocchi, Carie Camacho, Lisa Gardiner, Dr. Randy Joslin, Sue Kelley.

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes

October 14, 2020 Senate Meeting minutes

(Baker/Rupley MSCU)

2. Public Comment

None

3. Action

3.01 Administration of Justice IPR

Review and approve AJ IPR to forward to the Board

(Baker/Rupley MSCU)

3.02 AJ 58 Perishable Skills

(Rupley/Baker MSCU)

3.03 AJ 59 First Aid/CPR/AED Refresher

(Rupley/Lin MSCU)

3.04 FS 72B HazMat First Responder – Decontamination

(Downing/Baker MSCU)

3.05 Workgroup for Handbook Updates

Assign Senators to Handbook Workgroup - Planning Budget Handbook and Governance Handbook. Rupley and Runyan volunteered to be on the committee.

(Downing/Baker MSCU)

4. Discussion

4.01 Business IPR Annual Update

Workforce funds are available that could assist with remodeling a classroom for the Business Department. IPR Update has been written to consider funds. Since IPR, Business classroom will be going to nursing, so business will need a new dedicated. First review by Senate and comments received. IPR Update will be action item next meeting.

4.02 Budget Development Handbook

Handbook will be reviewed by the workgroup formed.

4.03 AP 4235 Credit for Prior Learning

LCC is working on the cross walking element. This will be a process that takes some time. It is due to be approved by end of the year.

4.04 Fall Plenary Resolutions

The meeting is next week, and President Runyan will be voting on various resolutions. Attachment provided for review. Consider reviewing and giving Runyan your opinion on the topics prior to him voting.

4.05 Online Class Cameras-On Requirements

There have been some equity concerns expressed about requiring student's cameras to be on at all times during synchronous class time. The Chancellor's office has suggested we have a policy to reduce potential liability. Discussion ensued.

5. Information

Lisa Gardiner – Discussed Accreditation Awareness Week. A Canvas shell has been created with valuable resources and all are encouraged to review.

6. Reports

6.01 Administration

Dr. Joslin – Work is taking place on making sure there are PSLO's for all programs. Board retreat was last Tuesday, and CDC agreement and final budget was approved.

6.02 Senators

Lin – Reported that Flex forms are at about 1/3 turn in rate so far. They are due this Friday. Some technical difficulties with the form have been resolved. Further, Lin learned that there is a Flex website that has not been used for some time. It will be revived and used in the future.

6.03 LCFA

None

6.04 Guided Pathways

None

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 3:59pm
(Lin/Baker MSCU)

Respectfully Submitted,
T. Downing



Monday, November 2, 2020
Student Services Planning/Student Success Committee Meeting (SSMP)

Formerly known as SSMP, this committee meets the 1st and 3rd Monday from 3:00-4:30 pm, opposite of Consultation Council.

Topic: Student Services Planning/Student Success

Time: 1st and 3rd Monday from 3:00pm - 4:30pm

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93630116627>

Or iPhone one-tap (US Toll): +16699006833,93630116627# or

+13462487799,93630116627#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 936 3011 6627

International numbers available: <https://cccconfer.zoom.us/j/93630116627>

Or Skype for Business (Lync):

SIP:93630116627@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)
Category	1. Meeting Opening
Type	Information

Admin	Classified	Faculty	Managers
Brady Reed	Heather Del Carlo	Hasib Azhand	Davis Murphy
		Barbara Baston	
Carie Camacho	Tara Harkema	Janet Marinoni	Jennifer Tupper
	Carol Montgomery (alt)	Celeste Wiser	

Subject 1.02 Approval of Agenda

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 1. Meeting Opening

Type Action

Subject 1.03 Approval of Mintues

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 1. Meeting Opening

Type Minutes

2. Discussion

Subject 2.01 Accreditation: Transfer Credit Policy-Alison Somerville

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 2. Discussion

Type

Subject 2.02 Accreditation: Complaint Policy:Brady Reed

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 2. Discussion

Type

Subject 2.03 AP 4235-Alison Somerville

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 2. Discussion

Type

Subject 2.04 Other Business

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 2. Discussion

Type

3. Action

Subject 3.01 Review Priority Ranking of Resources Request

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 3. Action

Type Action

4. Closing Items

Subject 4.01 Future Agenda Items

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 4. Closing Items

Type

Subject 4.02 Next Meeting

Meeting Nov 2, 2020 - Student Services Planning/Student Success Committee Meeting (SSMP)

Category 4. Closing Items

Type

Student Services Planning Committee

Meeting Minutes 11/02/2020

In attendance: Brady Reed, Heather Delcarlo, Jennifer Tupper, Tara Harkema, Alison Somerville, Janet Marinoni, Davis Murphy

1. Meeting Opening

1.01 Roll Call

1.02 Approval of Agenda –approved by consensus

1.03 Approval of Minutes-approved by consensus

2. Discussion

2.01 Accreditation: Transfer Credit Policy and AP 4235-Alison Somerville –There are 10 requirements that need to be fixed for accreditation and two recommendations. This one is a requirement. We need to create a transfer policy. We already had something vague in the catalog. Meanwhile there was an initiative Credit for Prior Learning. So we combined both to make one policy which is AP 4235. The policy has gone to senate for a first review and will go back to senate for second review and an action item. Alison is just wanting to get comments or input from this group so that we can move it forward and get it in the next catalog. It is extensive, with pages long. Please read it over though and let the accreditation team know if there is any input. Was this the AP that had the stipulations like the cost for credit by exam? Yes. Is all that just going away now? It doesn't say anything about the fees so we don't know where we are at right now with the fees. Brady feels it should state what the fees are going to be. We used to charge the entire cost and we feel that is a little harsh. We don't have to charge that much. We need to decide what we are going to charge and then have it in here. Charging so much can be a little discriminatory because our low income students cannot use their financial aid on it. OR maybe the CSO has the ability to waive the fees. Alison is going to talk to senate about the fee. The Ed Code says, we can charge a fee, we do not have to charge a fee and that we cannot charge any more than the total cost of the class. We don't have this need to often but it does happen. Do out of state students have to pay out of state fees? Yes and so do international students. It is a lot of money, especially when it is up to us on how much to charge. Brady would like to suggest a lower fee or some sort of exception for low income students. We don't have to charge at but there is probably a reason why we do. The instructors do not get any release time to help these students prepare for the exam and give these exams. One problem we have seen with credit by exam is trying to get the instructors to do their part of it. Credit by exam will probably be used the most because the course is still counted to transfer. As of right now, Credit for Prior Learning does not transfer.

2.02 Accreditation: Complaint Policy: Brady Reed

2.04 Other Business

3. Action

3.01 Review Priority Ranking of Resources Request

4. Closing Items

4.01 Future Agenda Items

4.02 Next Meeting



Wednesday, November 25, 2020
Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
 Or Telephone:
 Dial:
 +1 669 900 6833 (US Toll)
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 +1 346 248 7799 (US Toll)
 +1 312 626 6799 (US Toll)
 +1 646 876 9923 (US Toll)
 +1 301 715 8592 (US Toll)
 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/u/aenfr5qDT>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	<p>Hi there, Adam Runyan is inviting you to a scheduled Zoom meeting. Topic: Academic Senate Time: This is a recurring meeting Meet anytime Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152# Or Telephone: Dial: +1 669 900 6833 (US Toll) +1 253 215 8782 (US Toll) +1 346 248 7799 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 301 715 8592 (US Toll) Meeting ID: 940 5661 8152 International numbers available: https://cccconfer.zoom.us/u/aenfr5qDT Or Skype for Business (Lync): SIP:94056618152@lync.zoom.us</p>

Subject **1.02 Approval of Agenda**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment**3. Action****Subject** **3.01 Budget Development Handbook**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Budget Development Handbook

File Attachments

[2020-2021 Planning-BudgetDevelHandbook - Updated.docx \(1,012 KB\)](#)**Subject** **3.02 Shared Governance Handbook**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Governance Handbook

File Attachments

[2020-2021 Governance Handbook-New.docx \(3,199 KB\)](#)**Subject** **3.03 MQ Handbook**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve MQ Handbook

File Attachments
[Draft 2020-2021 MQ Handbook.pdf \(1,188 KB\)](#)

Subject 3.04 AP 4002 Textbook and OER

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve textbook change in AP from 5 years to 7 years to match approved Curriculum Handbook

File Attachments
[AP 4002 Update.docx \(19 KB\)](#)

4. Discussion

Subject 4.01 AP 4235 Credit for Prior Learning

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

File Attachments
[AP 4235 CPL.docx \(24 KB\)](#)

5. Information

6. Reports

Subject 6.01 Administration

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject 6.02 Senators

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Type

Subject **9.02 Online Class Cameras-On Requirements**

Meeting Nov 25, 2020 - Academic Senate Meeting November 25, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Type Discussion

Multiple Community College stakeholders have asked the following question.
Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Academic Senate Meeting November 25, 2020 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:02 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley

Guests: Carie Camacho, Sue Kelley

1.02 Approval of Agenda

(Baker/Downing MSCU)

1.03 Approval of the Minutes

November 18, 2020 Special Senate Meeting minutes

(Baker/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Budget Development Handbook

Draft handbook reviewed at last Senate meeting and shared with Consultation Council this week. Motion to approve Budget Development Handbook.

(Downing/Runyan MSCU)

3.02 Shared Governance Handbook

Draft handbook reviewed at last Senate meeting and shared with Consultation Council this week. Motion to approve Shared Governance Handbook

(Rupley/Baker MSCU)

3.03 3.03 MQ Handbook

Draft handbook reviewed at last Senate meeting and shared with Consultation Council this week. Motion to approve MQ Handbook

(Baker/Rupley MSCU)

3.04 AP 4002 Textbook and OER

It was noticed that the AP posted on the website shows 5 years for textbook change, when the curriculum handbook was updated to allow for 7 years. Rupley indicated that this may be in error, as he recalls this being approved possibly in 2019. It was decided to go ahead with a new approval now.

Motion to approve.

(Rupley/Baker MSCU)

4. Discussion

4.01 AP 4235 Credit for Prior Learning

President Runyan has been working hard to complete this AP and it is almost ready for approval. ACCJC has a rubric for this AP and Runyan reports that the AP meets all of the

required elements. Some work still need to be done on developing forms for Industry Recognized Credentials Assessment and Student-Created Portfolio Assessment. Ruynan requests and feedback be sent to him. It is anticipated this AP will be on the Senate agenda in December for approval.

5. Information

None

6. Reports

6.01 Administration

Carie Camacho – Moving ahead on the Revitalization/Discontinuance programs. EMP has been finished. Researching information on updating our planning processes. This will take some time, and many groups will be involved.

6.02 Senators

None

6.03 LCFA

None

6.04 Guided Pathways

None

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 3:18pm
(Downing/Rupley MSCU)

Respectfully Submitted,
T. Downing



Wednesday, December 9, 2020
Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
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 +1 301 715 8592 (US Toll)
 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/u/aenfr5qDT>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	<p>Hi there, Adam Runyan is inviting you to a scheduled Zoom meeting. Topic: Academic Senate Time: This is a recurring meeting Meet anytime Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152 Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152# Or Telephone: Dial: +1 669 900 6833 (US Toll) +1 253 215 8782 (US Toll) +1 346 248 7799 (US Toll) +1 312 626 6799 (US Toll) +1 646 876 9923 (US Toll) +1 301 715 8592 (US Toll) Meeting ID: 940 5661 8152 International numbers available: https://cccconfer.zoom.us/u/aenfr5qDT Or Skype for Business (Lync): SIP:94056618152@lync.zoom.us</p>

Subject **1.02 Approval of Agenda**

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject **3.01 AP 4235 Credit for Prior Learning**

Meeting **Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom**

Category **3. Action**

Type **Action**

Recommended Action **Approve AP 4235**

File Attachments

[AP 4235 CPL.docx \(24 KB\)](#)

Subject **3.02 IT Support Professional Course Outlines**

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 3. Action

Type Action

Recommended Action Approve Outlines

File Attachments

[CS 154 IT security outline.docx \(69 KB\)](#)
[CS 153 System Administration outline.docx \(69 KB\)](#)
[CS 152 operating systems outline.docx \(70 KB\)](#)
[CS 151 Bits and Bytes Course Outline.docx \(69 KB\)](#)
[CS 150 Tech Support Course outline.docx \(69 KB\)](#)

4. Discussion

Subject **4.01 Institutional Set Standards**

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 4. Discussion

Type Discussion

ACCJC Requirement 3: The team recommends the College establish a process for setting institution set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement.

Senate's job would be to create these set standards and timeline. The IE office will be assessing these standards on our SLO's, PSLO's, and AUO's.

5. Information

6. Reports

Subject 6.01 Administration

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject 6.02 Senators

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject 6.03 LCFA

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject 6.04 Guided Pathways

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 6. Reports

Type

7. Closed Session

Subject 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

One item for action

8. Meeting Closing

Subject 8.01 Adjournment

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject 9.01 Create new IPR Handbook/Template

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Type

Subject 9.02 Online Class Cameras-On Requirements

Meeting Dec 9, 2020 - Academic Senate Meeting December 9, 3:00 p.m. Virtual Via Zoom

Category 9. Future Agenda Items

Type Discussion

Multiple Community College stakeholders have asked the following question.
Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Academic Senate Meeting December 9, 2020 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:03 pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Runyan, Rupley, Wisner

Guests: Roxanna Haynes, Sue Kelley

1.02 Approval of Agenda

(Rupley/Baker MSCU)

1.03 Approval of the Minutes

November 25, 2020 Senate Meeting minutes

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 AP 4235 Credit for Prior Learning

The AP has not changed since reviewed last meeting. This will meet the state's requirements. Some forms are still being developed and being reviewed by A&R. Any student that has documentation of prior learning can apply for college level credit.

(Downing/Baker MSCU)

3.02 IT Support Professional Course Outlines

Approve course outlines for the new courses of CS 150, CS 151, CS 152, CS 153 and CS 154.

These are adult education stand-alone courses, for no credit. They were written through the CVC-OEI grant. A question related to the number of hours for the courses was brought forwarded. Motion to table the item pending review of course hours and taking back to Curriculum Committee for approval.

(Downing/Baker MSCU)

Motion to reopen 3.02 – (Rupley/Lin MSCU)

Rupley received updated information that these courses are 30 hours for each course. Motion to approve these course, pending the approval of Curriculum Committee

(Baker/Lin MSCU)

4. Discussion

4.01 Institutional Set Standards

The Accreditation team recommends the College establish a process for setting institution set standards for student achievement appropriate to its mission and assess how well it is achieving them in pursuit of continuous improvement.

Senate's role would be to create these set standards and timeline. The IE office will be assessing these standards on our SLO's, PSLO's, and AUO's. Further work by Senate will be needed on these standards.

5. Information

None

6. Reports

6.01 Administration

None

6.02 Senators

Baker – Reported as IPR Mentor that she has not received any responses from the programs she is a mentor for. This is a common issue for other Senators as well.

Rupley – Would like to revisit AP4102 related to voting member counts and professional positions held. We will put on agenda and discuss making some changes.

6.03 LCFA

None

6.04 Guided Pathways

None

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 3:46pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing



Monday, January 25, 2021
Consultation Council 3:00 pm via Zoom-

Consultation Council is the 2nd and 4th Monday of each month at 3:00pm via Zoom. This will continually be the link used to sign on. Everyone is welcome.

Join from PC, Mac, Linux, iOS or Android:

<https://cccconfer.zoom.us/j/91692120907>

Meeting ID: 916 9212 0907

Or iPhone one-tap (US Toll): +16699006833,91692120907# or +13462487799,91692120907#

Or Telephone:

Dial:

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+1 312 626 6799 (US Toll)

International numbers available: <https://cccconfer.zoom.us/j/91692120907>

Or Skype for Business (Lync):

SIP:91692120907@lync.zoom.us

1. Meeting Opening

Subject **1.01 Call to Order and Roll Call**

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Administration:	Classified:	Faculty:	Management:
Dr. Trevor Albertson		Alison Somerville	
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley
Carie Camacho	Alt. Karen Clancy	Robert Schofield	
		Adam Runyan	
		Lisa Gardiner	

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resources (Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (if not already members)



Subject **1.02 Approval of Agenda**

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes 12/07/2020**

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 1. Meeting Opening

Type discussion, minutes, action

File Attachments
[Consultation Council Minutes 12.07.2020.pdf \(37 KB\)](#)

2. Governance

Subject **2.01 AP 4235- Adam Runyan**

Meeting **Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-**

Category **2. Governance**

Type **discussion, action**

File Attachments
[AP 4235 CPL.pdf \(76 KB\)](#)

Subject **2.02 AP 4002- Adam Runyan**

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 2. Governance

Type discussion, action

File Attachments
[AP 4002 Update.pdf \(59 KB\)](#)

3. Consultation

Subject **3.01 Guided Pathways Scale of Adoption-Brady Reed**

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type discussion

File Attachments
[ccc-soaa-template-2020-2021 DRAFT.docx \(1,489 KB\)](#)

Subject 3.02 TRiO EOC Grant-Brady Reed

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 3. Consultation

Type

File Attachments
[TRIO Educational Opportunity Centers Grants info page.pdf \(43 KB\)](#)

4. Guided Pathways

Subject 4.01 Guided Pathways Update-Brady Reed

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 4. Guided Pathways

Type information, minutes

5. Accreditation

Subject 5.01 Accreditation Update

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-

Category 5. Accreditation

Type information, discussion

Updates from Tri-Chairs

File Attachments
[Final Timeline for 2021 Accreditation Visit_Updated_11-5-20.pdf \(161 KB\)](#)

6. Other-Information/Communication

Subject 6.01 Budget update-Garrett Taylor

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-
Category 6. Other-Information/Communication
Type information

Subject 6.02 Good of the Order:Questions for Trevor- Trevor Albertson

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-
Category 6. Other-Information/Communication
Type

7. Meeting Closing

Subject 7.01 Future Meetings

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-
Category 7. Meeting Closing
Type information
December 7, 2020

Subject 7.02 Adjourn

Meeting Jan 25, 2021 - Consultation Council 3:00 pm via Zoom-
Category 7. Meeting Closing
Type action

Consultation Council

Monday, January 25, 2021

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members): Dana Armeson, Tiffany Montgomery, Codi Mortell, Sue Kelley, Tiffany Stone, Melissa Hill, Davis Murphy, Bridget Gowin, Tom Downing, Seaira Harrington, Kim Clain, Roxanna Haynes, Chrisdee Pelfrey, Dan Weaver, Carol Growdon, Jennifer Tupper, Brenda Hoffman, Sandy Jonas

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Approval of Agenda- **approved by consensus**

1.03 Approval of Minutes 12/07/2020- **approved by consensus**

2. Governance

2.01 AP 4235- Adam Runyan- We are trying to get people credit for prior learning. The only thing we still have to work on is petitioning for prior credits. In the credit by exam, you guys took out some of the more details of how much we charge. Was that on purpose? Yes, other districts are finding resources to cover those cost. So we need to look to see what we are going to do. We need to work with A&R to get details on how we can make this equitable. We took it out because we do want to change it but we had to meet this deadline. We can made an amendment once we decide the process.

2.02 AP 4002- Adam Runyan- Andy caught this about a month ago. The wording said 5 years but it is actually 7 years. We need to approve it and send it to the board.

3. Consultation

3.01 Guided Pathways Scale of Adoption-Brady Reed- The Guided Pathways Taskforce members worked on this report. The entire team works on it. We have to do one each year. We are in the fourth year of the five years of funding. After next year our funding will stop but we will continue Guided Pathways. We have to address all four pillars and state how we are doing in each area. A lot of this scale of adoption aligns with accreditation. Approved by consensus -Approval pending Senate approval.

3.02 TRiO EOC Grant-Brady Reed- Per our grant guidelines we are supposed to share any grants we are going to try to receive to consultation council. This grant is like our Trio grant, it is for around the same amount of money but this grant has a focus on adult students. We can also serve incarcerated students and high school students since we don't have a pre-college TRiO program. We have to serve 800 students with this grant. Could we use this for Modoc since they are not represented? Yes, if we refer to them as one of our target service areas. There is money we need to spend on these grants. We need to hire a consultant to help with editing the grant (\$5,000-\$8,000). If you have them actually write the grant it cost around (\$10,000-\$12,000). Brady would look to have someone mainly write it and Brady will oversee it. If we received the grant we would be hiring a full time director and an advisor and a part time admin either from the outside or internally. This aligns with our mission. Where can the funds come from to pay for the grant help? We could use equity, we just can't use TRiO funds. It does not have to come from general funds. Between the two programs, could you see us needing a TRiO counselor? Yes, depending on how we write the grant. But yes, we might need to put that in as part of it. Also, our Career and Transfer center will be need to be brought up to standard to help with the career part of this grant. Students usually cannot be in two TRiO programs at the same time but they can move from one to the other. They also can be in TRiO and another state program like EOPS. What happens if the number is not reached? We would be out of compliance and when we rewrite for the new grant, our points would be lower and that hurts your chances to get the program in the future. They don't penalize you in the first year. If we apply for it now, it would be for this Fall. The deadline is March 1st.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed- We applied for a \$5,000 mini grant to be able to pay students for their input and feedback. This grant will allow us to have more students help and give our current four students more involvement and pay them cash for it. Normally we cannot use Guided Pathways funds to pay our students so our foundation pays them \$100 a month through a Walmart gift card. Now we can get even more student involvement. If you have any ideas for student involvement or student feedback, please let us know.

5. Accreditation- The timeline has changed. It does not upload to boarddocs well so Alison will send it out to Tara and she will send it to campus.

5.01 Accreditation Update

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor-Trevor Albertson- We have enough money to get through February and maybe March. The governor said we still need to take the TRAN. FCMAT has wrapped up their business and send in their forms to the chancellor's office. They said they do not see any cash problems at Lassen Community College right now. They did not feel like a report was necessary. In the board of

trustee meetings it mentioned a surplus, do we have a surplus of funding? No, it is a surplus of materials not money.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson- What is going on with COVID? They offered it to us and then decided to offer it to the public for 65 and older now. We only get 150 doses a day. We are first on the list once we serve the elderly community. We still need to follow all of our processes when on campus. Do we need to get our temperature with correspondence? No, not if you are not going into the building. Is the prison population part of the vaccine? No, they have their own vaccine count. We have a big storm coming in Tuesday night. Expect a delay or closure on Wednesday morning, depending on the activity of the storm. Can Tom keep his class going if we close? Yes, talk to Roxanna. Meggin had a question about the retirement incentive. We do need to save on some areas in salary but if people want to retire and need help to do that and would like the incentives, talk to Vicki. Most positions that retire will be filled but some might be frozen. We don't only save by cutting a position, we save by hiring new people who are not at the higher end of the salary scale.

7. Meeting Closing

7.01 Future Meetings February 8th, 2021

7.02 Adjourn at 4:04 pm



LCC

LASSEN COMMUNITY COLLEGE



2021-2022 CATALOG

LASSEN COLLEGE ACADEMIC CALENDAR

2021-2022

June 2021			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

SUMMER SESSION (2021)

First 4 Weeks (6/7 - 7/2)

Second 4 Weeks (7/6 - 7/30)

8 Week (6/7 - 7/30)

FALL SEMESTER BEGINS

★ CLASSES START

SPRING SEMESTER BEGINS

★ CLASSES START

NO CLASSES- CAMPUS OPEN

8/2-8/10, 12/17-12/23

1/4-1/12, 5/31-6/3

PROFESSIONAL DEVELOPMENT

"FLEX" - NO CLASSES

8/11, 8/12, 8/13

1/13, 1/14, 2/17, 3/16

CONVOCATION - NO CLASSES

9/1, 2/1

CAMPUS CLOSED (CSEA "Holidays")

11/26, 12/27-12/30, 4/15

SPRING BREAK

4-11-4/14

HOLIDAYS

7/5, 9/6, 11/11, 11/25, 12/24, 12/31

1/3, 1/17, 2/18, 2/21, 5/30

FINALS WEEK

COMMENCEMENT (5/27)

SUMMER SESSION (2022)

First 4 Weeks (6/6-7/1)

Second 4 Weeks (7/5-7/29)

8 Week (6/6-7/29)

TEACHING DAYS

FALL (84 days)

SPRING (84 days)

CONVOCATION (2 days)

FLEX DAYS (7 days)

TOTAL

177

Jan. 2022							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

Feb. 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28					

March 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

April 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

May 2022	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

June 2022				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

July 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						



Message from the Superintendent/President

Welcome to Lassen Community College!

We are glad you are here and can assure you that you will never regret the decision to pursue an educational goal. As your partner on this journey ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed. Between our faculty, staff, and administrative teams you will find a wealth of support. Do not fail to ask for help. If you reach out, someone will assist you. It is an aspect of what we do that we take great pride in as an institution.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy the experience—it will be one of the most important of your life.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD, President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencollege.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.



Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a Catalyst for the region's image, economy, and human capital, and an example of a "we can" culture of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - A trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The Civic and Social Leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Students needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/ Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication



Table of Contents

Academic Calendar.....	Inside Front Cover
General Information.....	5
Enrollment Process/Admissions and Registration	7
Academic Policies, Student Grades, and Records.....	12
Student Rights, Freedoms and Responsibilities.....	18
College Services	22
Financial Aid and Scholarships.....	27
Definition of College Terms.....	30
Program/Degrees and Certificates	32
Career Pathways.....	33
High School Equivalency Preparation.....	57
Course Descriptions.....	88
Noncredit Course Descriptions	139
Administration, Board of Trustees, Faculty and Staff.....	142
Index.....	149

NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: <http://www.boarddocs.com/ca/lccca/board.nsf/public>.

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: www.lassencollege.edu.

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access
- A trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social leader in the community

Mission Statement

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education AP 4025

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accic.org.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.

For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include: major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements:** All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements:** A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lassencollege.edu. The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called “Matriculation” assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.



Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, *then* sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, Username and temporary password**. Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid*) at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school, college, and/or military transcripts for LCC Counselor

Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling.

CSU Advanced Placement chart at: <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

IGETC Advanced Placement chart at: <https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

CLEP chart at: https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations*

International Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

STEP 8 – Evaluation of other college course work

Please complete the Transcript Evaluation Request form here is the link: <http://www.lassencollege.edu/get-started/Documents/Transcript%20Evaluation%20Request.pdf>

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
 - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
 - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success “BOOTCAMP” Student Orientation**-August 2nd - 13th, 2021
- **Get your Books at** <http://bookstore.lassencollege.edu>

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 – lcccareertransfer@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at www.lassencollege.edu select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Military Transcripts- Military transcripts can be evaluated by providing an official copy to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130.

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the **International Application for Admission** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to www.lassencollege.edu Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: <http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx>

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 81of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
 - a. not be claimed on parent or guardian's income tax return for the school year;
 - b. not receive more than \$750 in support from parents or guardians in any one year;
 - c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the CSSO with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the CSSO shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic

Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional \$1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: www.lassencollege.edu, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more\$46 per unit
0.5 units\$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee \$316 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee\$92 per unit
0.5 units, including Enrollment Fee\$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption—AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
 - Graduation or attainment of a high school equivalency from a California high school.
- Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate’s degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235 Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... \$5.00
 Full time students - 12 or more units..... \$7.50

Summer Session

Part time students – 0 to 5.5 units..... \$3.50
 Full time students – 6 or more units..... \$5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional \$3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- \$5 per Official Transcript request – please allow five (5) business days.
- \$10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- \$15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - www.lassencollege.edu.

Student Representation Fee

This is an optional fee of \$1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to <http://bookstore.lassencollege.edu> to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

- 1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
- 2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
- 3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of

notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

The last day to add or drop a course is advertised as Important Dates every term in your portal and on our website.

Adding Courses - There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is \$15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetition opportunities for the course and have met all prerequisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 10 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
 - a. Satisfactory grade as indicated by a grade of A, B, or C.
 - b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).

or

 - c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
 - 1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,
 - 2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)
 - d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.
2. **Student Repetition– Unsatisfactory Grade Received**

- a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
 - b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.
3. **Exceptions that permit additional enrollments:**
- a. A satisfactory grade may or may not have been recorded; and
 - b. Required for legally mandated training; or
 - c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
 - d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure. Documentation is required from agency to repeat course or
 - e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
 - f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
- a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
 - b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
 - c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
 - d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at www.lassencollege.edu or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and

promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student's grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student's work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student's transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in a student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I", the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the "I" grade. This record must be given to the student with a copy on file with the registrar until the "I" is made or the time limit has passed.

IP - In Progress Grade – The "IP" symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an "IP" at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student's permanent record

of the course.

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

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student.** This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is

not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit (Credit for Prior Learning AP4235)

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235. The California State University (CSU) and University of California (UC) campuses award Advanced Placement credit to general education. Please see the appropriate links <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

<https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

Each CSU and UC campus determines how they use AP credit in the major. Please see chart as to how Lassen College awards AP credit to meet general education credit.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor. The California State Universities requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system issues CLEP credit for general education yet each campus determines how it will apply external examinations toward credit in the major. Please click on CSU link to see how they award CLEP credit, <https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx#:~:text=The%20CSU%20requires%20a%20passing%20score%20of%20at,apply%20external%20examinations%20toward%20credit%20in%20the%20major> Please see chart on how Lassen College awards general education credit.

Please meet with your counselor if you have any questions.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).

Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).

Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation:** A student who has attempted at least 12 semester units at Lassen College as shown by the official academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.
2. **Progress Probation:** A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of "W", "I" and "NP" are recorded reaches or exceeds fifty percent from Lassen College units.
3. **Removal of Academic Probation:** A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation:** A student on progress probation because of an excess of units for which entries of "W", "I" and "NP" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal:** A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal:** A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of "W", "I" and "NP" are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal:** Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters' absence upon petition to the Vice President of Student Services and approval.

Unit of Work

College work is measured in terms of the "semester unit". A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under "Course Descriptions".

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

The Associated Student Body (ASB) is the representative body of Lassen Community College students. All currently enrolled Lassen Community College students who have purchased a current ASB card shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant's discounts.

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA). Eligibility Criteria:

1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.

Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through various student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email tupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure** - Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College authorizes the establishment of procedures through which students can resolve issues concerning potential violations of their rights related to alleged misinterpretation, misapplication, or violation of specific district policies. These procedures are outlined in the following Board Policies: AP 4236 and AP 5530.

Any student who has a grievance related to college instruction or student services (other than an alleged criminal or discriminatory violation) should make a reasonable effort to resolve the matter on an informal basis prior to submitting a formal "statement of grievance". If not resolved at this level, students have the option of writing and sending a complaint via an online grievance portal. A link to this portal is available on the LCC main webpage. Complaints or grievances that are academic in nature, as well as alleged violations related to financial aid, student accounts, illegal discrimination, and/or Title IX (sexual misconduct, sexual harassment, etc.)

may be documented and submitted via the online portal. Once a complaint is submitted, it will first be retrieved and reviewed by the Office of Human Resources and will be dealt with by HR or sent to the appropriate area administrator to address the issue.

Students will be contacted within ten days of a submitted complaint, and will be given further directions as needed. Usually it will be required to meet with the appropriate educational administrator to discuss resolution of the grievance. After a discussion and/or written correspondence with the appropriate administrator, an attempt will be made to resolve the grievance, and the administrator will render a decision and notify the student no later than ten school days later.

If a student is not satisfied with the decision rendered, they may appeal within ten school days to have their case reviewed by the Grievance/Appeals Committee. The student has a right to appear before the committee at some point during its deliberations to present relevant witnesses or information concerning their grievance. The committee shall render a decision within ten school days of its meeting, and the decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 21USC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at <http://lassencollege.libguides.com> or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency

- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.



BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

• CalWORKs

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

• Career and Transfer Center – Student Services/Vocational Trades Building

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at <http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx> or by calling (530) 251-8833.

• DSPS - Disabled Student Programs & Services

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:

www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

• EOP&S - Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Health & ASB Fees Paid
- Caps and Gowns
- Develop Educational Plans
- Meal tickets
- Lap Top Loans
- Book Grants and Book Lending
- Gas Cards
- Tutoring
- Progress Reporting
- School supplies
- Computer Lab
- Transfer Assistance/Fee Waivers
- Priority Registration
- 4 year college campus tours
- Various Support Services

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• **CARE - Cooperative Agencies Resources for Education**

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• **Foster Youth Services Success Initiative (FYSI)**

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• **Kinship Care**

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• **Orientation and Student Success**

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

• **TRIO TRACS” at Lassen College**

TRIO Student Support Services (SSS) is a federally-funded program and is called “TRIO TRACS” at Lassen College. It supports college success for low-income and first-generation college students, as well as students with disabilities. It provides academic counseling, personal coaching, workshops, fieldtrips, and other support necessary for eligible students to persist at LCC and to reach

their educational goals. The TRIO TRACS Program can make college less difficult by helping students with college coursework, exploring career options, and managing life's demands. TRIO is actively engaged in creating a positive caring community that promotes diversity, leadership, and student success.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at www.assist.org, the website for ASSIST, California's

official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on "Financial Aid and Scholarships" in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program. In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Monday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well. Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations. The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday- Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM. The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to fbeaujon@lassencollege.edu or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at fbeaujon@lassencollege.edu

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of "B" or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions

and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. "Credit by Exam" is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.

For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran's Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran's Certifying Official is a liaison between the Veteran's Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran's counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to the Evaluation of Educational Experience in the Armed Services", published by the American Council on Education. Lassen Community College will grant college credit if the person has served at least six months in active service.

Active duty personnel should submit a copy of DD295 (veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on-line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll only in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student's aid has been verified and awarded it is the student's responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients' SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.

In accordance with Federal Student Aid regulations, SAP procedures measure each student's progress three unique ways qualitative, quantitative and incremental. Student's failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living With Parent		Student Living On Campus		Student Living Off Campus	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ \$46/unit & \$12.50/term)	\$1,130	\$565	\$1,130	\$565	\$1,130	\$565
Books & Supplies	\$1,126	\$563	\$1,126	\$563	\$1,126	\$563
Food	\$9,082	\$4,541	\$7,098	\$3,549	\$5,572	\$2,786
Housing	\$0	\$0	\$3,000	\$1,500	\$11,182	\$5,841
Transportation	\$1000	\$500	\$342	\$171	\$918	\$459
Personal	\$3,276	\$1,638	\$2,638	\$1,319	\$3,844	\$1,9222
TOTAL COA	<u>\$15,614</u>	<u>\$7,077</u>	<u>\$15,334</u>	<u>\$7,667</u>	<u>\$24272</u>	<u>\$12,136</u>
Out of State						
Tuition (\$270/unit)	\$6,480	\$3,240	\$6,800	\$3,240	\$6,480	\$3,240
TOTAL COA Out of State	<u>\$22,094</u>	<u>\$11,047</u>	<u>\$21,814</u>	<u>\$10,907</u>	<u>\$30,752</u>	<u>\$15,376</u>

*Resident Tuition is \$46.00 per unit. Non-Resident Tuition is \$326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units 100%, 9-11.5 units 75%, 6-8.5 50%, and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- **Federal Assistance Programs**

Federal Pell Grant is a federally funded entitlement aid program providing from \$600 to \$6,495 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)** is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding

is available and is intended to supplement Pell Grant funding.

- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least halftime.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**

The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least \$1,104.00 of need as measured by the filing of a FAFSA.

Students must reapply each school year.

Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov

SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.

- **Cal Grant B/C** - Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.

- **Student Success Completion Grant (SSCG)**

The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of \$1,298 annually at \$649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of \$4,000 annually at \$2,000 per semester for eligible students who enroll and attend 15 units or more per term.

Eligibility Criteria

- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG

The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like www.fastweb.com can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least one year old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate

degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery:** Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course** – A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course** - A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is

required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College

Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics

Certificate of Accomplishment in Electrical
Certificate of Completion in Automotive Chassis and
Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

General Education Transfer Certificates

Certificate of Achievement California State University General
Education
Certificate of Achievement in Intersegmental General
Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Lassen College Career Pathways

For additional Career information please reach out to our Career/Transfer Center at
lcccareertransfer@lassencollege.edu.



Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

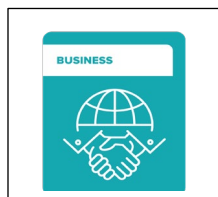
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Agriculture Animal Science AS-T • Agriculture Business AS-T • University Studies Agriculture Science AA 	<ul style="list-style-type: none"> • Agriculture Science & Technology AS 	<ul style="list-style-type: none"> • Agriculture Science & Technology CA 	<ul style="list-style-type: none"> • Animal Science COA • Agriculture Business COA • Horsemanship COA • Agriculture Irrigation COA



Arts & Humanities

The Arts and Humanities Career Pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

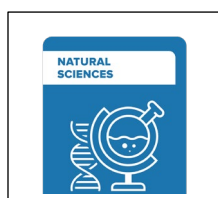
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> English AA-T History AA-T Studio Arts AA-T University Studies Humanities AA 	N/A	N/A	N/A



Business

If you choose the Business Career Pathway, you will explore careers opportunities such as accounting, finance, management, leadership, human resource management, and economic concepts. This pathway will prepare students to enter the workforce or continue their education at a four year university. Examples of careers f in this area may include data entry/word processing, Information Technician (IT) specialist, Database administrator, help desk technician, bookkeeper, administrative assistant, and frontline management Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

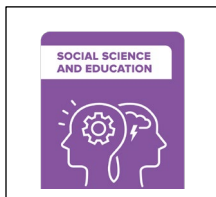
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
<ul style="list-style-type: none"> Business Administration AS-T Economics AS-T 	N/A	<ul style="list-style-type: none"> Administrative Office Technician CA Small Business Management CA 		<ul style="list-style-type: none"> Information Technician (IT) Support Professional



Natural Science

The Natural Science Career Pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. This pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, Geographic Information System (GIS) technician, and other careers in the scientific realm.

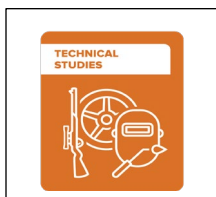
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Biology AS-T Kinesiology AS-T University Studies: Natural Science AA University Studies: Physical Education AA 	<ul style="list-style-type: none"> General Studies Natural Science AA General Studies Physical Education 	<ul style="list-style-type: none"> Geographic Information Systems 	N/A



Social Sciences & Education

This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway will prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, or human services paraprofessional. If you decide to transfer to a four year university you could earn employment as a social worker, primary/secondary teacher, sociologist researcher, or college counselor.

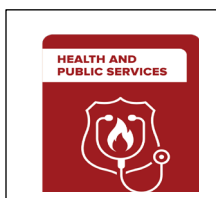
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Early Childhood Education AS-T • History for Transfer AA-T • Psychology for Transfer AA-T • Sociology for Transfer AA-T • University Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development AA • General Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development CA 	<ul style="list-style-type: none"> • Child Development Associate Teacher COA



Technical Studies

The Technical Studies Pathway allows you to learn by doing and focus on automotive, gunsmithing and welding. This pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
N/A	<ul style="list-style-type: none"> • Automotive Technology AS • Firearms Repair AS • General Gunsmithing AS • Welding Technology AS 	<ul style="list-style-type: none"> • Advanced Mechanics CA • Engine Repair CA • Firearms Repair CA • General Gunsmithing CA • Welding Technology 1-yr CA • Welding Technology 2-year CA 	<ul style="list-style-type: none"> • Basic Mechanics COA • Electrical COA • Long Guns COA • Machinist & Metal Finishing COA • Pistolsmith COA • Riflesmith COA • Welding Technology COA 	<ul style="list-style-type: none"> • Automotive Chassis and Maintenance COC



Health & Public Service

This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, dietician supervisor in a public safety service field, or college instructor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Administration of Justice AS-T Nutrition & Dietetics AS-T University Studies Allied Health AA 	<ul style="list-style-type: none"> Administration of Justice AA Fire Technology AS Vocational Nursing AS 	<ul style="list-style-type: none"> Administration of Justice CA Fire Technology CA Medical Assisting CA Vocational Nursing CA Basic Wildland Firefighter CA 	<ul style="list-style-type: none"> Administration of Justice COA Medical Assisting Administrative COA Medical Assisting Clinical COA

Graduation:

Graduation is a time to celebrate achieving your academic accomplishment. Lassen College holds one graduation at the close of the spring term. Please submit your Petition to Graduate Form, found in your portal under forms, to the Counseling Office on or before the 10th week of the semester of graduation. This form must be submitted in order to participate in graduation and to receive your diploma. Nursing graduation is a separate, additional event for the nursing students. Please contact the nursing department for date and time.

Transfer:

If you are a student interesting in transferring to a four year institution please reach out to your counselor. It is critical to create an educational plan in order to adequately prepare to the institution of your choice. The Career/Transfer Center can assist you with career, program, and university exploration. A College/Career fair is hosts the annual event to help you explore a variety of opportunities on your journey.

Application assistance is provided as many institutions require you to apply 10 months before you intend to transfer. Please reach out to our Career/Transfer Center at lcctransfer@lassencollege.edu.

Degrees and Certificates

Philosophy and Criteria for Associate Degree & General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP4025 Title V section 55061)

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

- Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
- Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
- A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
- Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
 - Natural Science (3 Units)
 - Social and Behavioral Sciences (3 Units)
 - Humanities (3 Units)
 - Language and Rationality
 - English Composition (3 Units)
 - Communication and Analytical Thinking (3 Units)
 - Health and Physical Activities (3 Units)
- Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student

must meet the math competency requirement. This requirement may be satisfied by either:

A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.

6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
 - A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivalent from an accredited college or university
 - B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
 - C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.



Associate Degree
for Transfer
A Degree with a Guarantee.™

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

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

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

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from 16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office. 8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20

Anthropology 1

Biology 1, 4, 10, 20, 25, 26, 32, 32L

Chemistry 1A, 1B, 8, 45

Geology 1, 5

Physical Science 1

Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20

Agriculture 2

Anthropology 2

Business 22

Child Development 31

Economics 10, 11

Ethnic Studies 1

Geography 2

History 14, 15, 16, 17

Political Science 1

Psychology 1, 5, 6, 18, 31, 33

Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 19A
25, 30, 36A

English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34

Film 1

History 14, 15, 16, 17

Humanities 1, 2

Interdisciplinary Studies 1, 2

Music 6, 7, 12

Philosophy 1, 10

Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition

English 1, 9

D2. Communication and Analytical Thinking

Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities

Biology 25, 26

Child Development 12, 22, 31

Counseling & Guidance 1

Health 2, 25

Human Services 30

Psychology 1, 18, 31, 33

Sociology 3

Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS
49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE

1, & WE 2

E2. Physical Activities

(If the 3 units are taken in Physical Education (PE) or Physical Education Activities Courses (PEAC), the student must take at least 2 different courses.)

Agriculture 21B, 22

Physical Education 15

Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A,
5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D,
34, 44

AREA F Ethnic Studies (at least 3 units)

Please see a counselor to determine the best way to complete this requirement.

For General Education Transfer Curriculum (CSU/IGETC) See Pages 64-65

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer
Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade of 2.0: 18 Units

Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0

AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
 2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
 3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
-

Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units

Total Core Units: 27 units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 16	Supervision in Law Enforcement	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 35	Investigative Techniques	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 14	Juvenile Procedures	3.0			
AJ 20	Criminal Law	3.0	AJ 52A	Arrest Methods and Procedures	2.5
AJ 23	Criminal Evidence	3.0	AJ 52B	Firearms P.C. 832	0.5
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

.....
Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 11	Youth Gangs in America	3.0
AJ 14	Juvenile Procedures	3.0	AJ 16	Supervision in Law Enforcement	3.0
AJ 20	Criminal Law	3.0	AJ 35	Investigative Techniques	3.0
AJ 23	Criminal Evidence	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0	AJ 52A	Arrest Methods and Procedures	2.5
			AJ 52B	Firearms P.C. 832	0.5

Certificate of Accomplishment Administration of Justice

Total Units for Certificate of Accomplishment

Required Core Courses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 24	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies:
Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhance their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and
Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide
Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



**Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences**

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units	AGR 40	Basic Agricultural Mechanics	3.0
AGR 1	Agricultural Accounting	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 2	Agricultural Economics	3.0	Completion of either the CSU General Education or IGETC Option		
AGR 10	Introduction to Animal Science	3.0	Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.		
AGR 13	Feeds and Feeding	3.0			
AGR 20	Introduction to Plant Science	4.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 21-24 Units

Required Core Units: 12-14

Course No	Course Title	Units	Required Electives: 9-10 Units		
AGR 19	Soil Science OR	3.0	AGR 1	Agricultural Accounting	3.0
CHEM 1A	General Chemistry I	5.0	AGR 3	Intro to Agricultural Business	3.0
AGR 2	Agricultural Economics	3.0	AGR 10	Intro to Animal Science OR	3.0
MATH 40	Elementary Statistics	3.0	AGR 20	Intro to Plant Science	4.0
ECON 10	Macro-Economics	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units	AGR 3	Introduction to Agriculture Business	3.0
AGR 1	Agricultural Accounting	3.0	CA 31	Computer Applications I	2.0
AGR 2	Agricultural Economics	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

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Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 20 Units

Required Core Units: 14

Course No	Course Title	Units	Required Electives: 6 Units one course from each area:		
AGR 2	Agricultural Economics <u>OR</u>	3.0	Area 1: Animal Production		
ECON 11	Micro-Economics	3.0	AGR 11	Beef Cattle Production	3.0
AGR 10	Intro to Animal Science	3.0	AGR 14	Equine Science	3.0
CHEM 1A	General Chemistry I	5.0	Area 2: Animal Health		
MATH 40	Elementary Statistics	3.0	AGR 12	Animal Health and Sanitation	3.0
			AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

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Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:

Animal Science: 15 Units

Course No	Course Title	Units			
AGR 8	Introduction to Animal Production	3.0	AGR 12	Animal Health and Disease	3.0
AGR 10	Introduction to Animal Science	3.0	AGR 13	Feeds and Feeding	3.0
AGR 11	Beef Cattle Production	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

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Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units

Required Core Courses: 31 Units

Course No	Course Title	Units			
AGR 1	Agricultural Accounting <u>OR</u>	3.0	AGR 40	Basic Agricultural Mechanics	3.0
BUS 13	Basic Accounting	3.0	Required Electives: 6 Units		
AGR 2	Agricultural Economics	3.0	<i>The student may select 6 units from any of the following.</i>		
AGR 9	Food Animal Selection	3.0	AGR 3	Introduction to Agricultural Business	3.0
AGR 10	Introduction to Animal Science	3.0	AGR 8	Introduction to Animal Production	3.0
AGR 11	Beef Cattle Production	3.0	AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0	AGR 31	Bovine Embryo Transfer	3.0
AGR 14	Equine Science	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 19	Introduction to Soil Science	3.0	AGR 61	Introduction to Bovine Reproduction	1.5
AGR 20	Introduction to Plant Science	4.0	Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)		
			General Education Requirements: 18 Units		

.....
Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units

Required Core Courses: 31 Units

Course No	Course Title	Units			
AGR 1	Agricultural Accounting <u>OR</u>	3.0	AGR 40	Basic Agricultural Mechanics	3.0
BUS 13	Basic Accounting	3.0	Required Electives: 3 Units		
AGR 2	Agricultural Economics	3.0	<i>The student may select 3 units from any of the following courses to satisfy this requirement.</i>		
AGR 9	Food Animal Selection	3.0	AGR 3	Introduction to Agricultural Business	3.0
AGR 10	Introduction to Animal Science	3.0	AGR 8	Introduction to Animal Production	3.0
AGR 11	Beef Cattle Production	3.0	AGR 12	Animal health and Disease	3.0
AGR 13	Feeds and Feeding	3.0	AGR 31	Bovine Embryo Transfer	3.0
AGR 14	Equine Science	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 19	Introduction to Soil Science	3.0	AGR 61	Introduction to Bovine Reproduction	1.5
AGR 20	Introduction to Plant Science	4.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment:

Horsemanship: 14 Units

Course No	Course Title	Units	AGR 53	Colt Training	2.0
AGR 14	Equine Science	3.0	AGR 57	Beginning Horseshoeing	3.0
AGR 23	Western Riding and Training	2.0	AGR 51	Horsemanship	2.0
AGR 50	Basic Riding	2.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units			
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impact the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.



Allied Health

DEGREES

Emphasis in Allied Health

Associate in Arts Degree University Studies:

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Art

DEGREE

Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Program Highlights

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 24 Units

Complete the following 12 units:

Course No	Course Title	Units			
ART 1A	Two-Dimensional Design	3.0	ART 10A	Beginning Painting	3.0
ART 1B	Three-Dimensional Design	3.0	ART 23	Beginning Printmaking	3.0
ART 2	Drawing	3.0	ART 25	Graphic Design 1	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0	ART 30	Introduction to Sculpture	3.0
			ART 36A	Beginning Ceramics	3.0
Select 3 additional units from the following:			Completion of either the CSU General Education or IGETC Option		
ART 6	Survey of Art History: Prehistoric To Renaissance	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
Select 9 additional units from the following:					
ART 3	Beginning Life Drawing	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.



Automotive Technology

DEGREE

Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT

Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT

Basic Mechanics
Electrical

CERTIFICATE OF COMPLETION

Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.

As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0

AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

- 1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 20 Units

Required Core Courses: 17 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short	4.0

Block

AT 74	Engine Repair and Machining-Cylinder Heads	3.0
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Required Electives: 3 Units

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

- 1 Diagnose various automotive engine system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units

Required Core Courses: 23 Units

Course No	Course Title	Units	AT 60	Shop Management and Service Writer	2.0
AT 50	Car Care Basics	3.0	AT 66	Manual Drive Train	4.0
AT 54	Brakes	3.0	AT 68	Automatic Transmissions	3.0
AT 56	Steering and Suspension	3.0	AT 70	General Automotive Lab	2.0
AT 58	Automotive Heating and Air Conditioning	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

- 1 Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 56	Steering and Suspension	3.0
AT 54	Brakes	3.0	AT 80	Basic Electrical	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

- 1 Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
- 2 Perform automotive preventative maintenance according to industry standards
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 82	Engine Performance I	3.0
AT 80	Basic Electrical	3.0	AT 84	Engine Performance II	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

- 1 Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

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Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.



Biological Science

DEGREE

Associate in Science in Biology for Transfer

Associate in Arts University Studies:

Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist

Field Biologist

Forensic Scientist

Medical Doctor

Pharmacist

Physical Therapist

Public Health Educator

Registered Nurse

Teacher

Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	MATH 1A	Analytic Geometry and Calculus I	5.0
			PHYS 2A	General Physics I	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0	PHYS 2B	General Physics II	4.0
CHEM 1A	General Chemistry I	5.0			
CHEM 1B	General Chemistry II	5.0			

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.



Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and general office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 26 Units

Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Core Units: 20-23

Course No	Course Title	Units
ECON 10	Macro Economics	3.0
ECON 11	Micro Economics	3.0
MATH 40	Elementary Statistics	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0

Select two 6-9 units from the following:

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 27	Business Communications	3.0
ENGL 9	Critical Thinking and Composition	3.0
MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0

CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.

3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units	BUS 22	Business Law	3.0
BUS 2	Introduction to Business	3.0	BUS 25	Small Business Management	3.0
BUS 10	Human Resource Management	3.0	BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.



Careers

Certificate of Completion

IT Support Professional

High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The IT Support Professional Certificate is designed to prepare students for an entry level job in Information Technology. The program offers five courses that cover key topics in IT support: troubleshooting, customer service, networking, system administration, security, and operating systems. Coursework includes a dynamic mix of video lectures, quizzes, and hands-on labs. Participants also will hear from Google employees with unique backgrounds and perspectives, whose own foundation in IT support served as a jumping-off point for their careers. By earning the Career Pathway Entry Certificates you will:

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in IT Support Professional

Total Hours for the Certificate of Completion in Career Pathway Entry: 150 Hours

Course No	Course Title	Hours	Course No	Course Title	Hours
CS 150	Tech Support	30	CS 153	System Administration	30
CS 151	Bits and Bytes	30	CS 154	IT Security	30
CS 152	Operating Systems	30			

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in IT Support Professional** the student will be able to:

1. Assemble a computer from scratch and install an operating system
2. Build a network layer and compile the five-layer network model
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
5. Upon completion of this course, the student will be able to describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
6. Grasp the fundamentals of computer networking, from modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting
7. Apply infrastructure service management techniques that keep all organizations up and running, like managing and configuring servers, managing cloud resources, and using industry tools to manage computers, user information, and user productivity
8. And describe a wide variety of IT security concepts, tools, and best practices, including how to safeguard data, types of network security solutions, and how to integrate a culture of security into your organization or team

Child Development

DEGREES

Associate in Science in Early Childhood Education
for Transfer
Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

Assistant Teacher	Parent Educator
Associate Teacher	Family Service Worker
Teacher	Home Visitor
Master Teacher	Classroom Aide
Site Supervisor	

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units	CD 25	Teaching in a Diverse Society	3.0
CD 11	Observation and Assessment	3.0	CD/PSY 31	Child Development: Conception	3.0
CD 12	Child, Family and Community	3.0		Through Adolescence	
CD 16	Introduction to Curriculum	3.0			
CD 19	Children's Nutrition, Health and Safety	3.0			
CD 20	Principles and Practices of Teaching Young Children	3.0			
CD 24	Practicum	4.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 38 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units

Required Core Courses: 26 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.



English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
 Writer
 Lawyer
 Teacher
 Journalist
 Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
 Small class size
 Individualized tutoring

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Course No Course Title Units

Take the following 6 units

ENGL 2 Introduction to Literary Types 3.0

ENGL 9 Critical Thinking and Composition 3.0

List A – Take 6 units (Select 2)

ENGL 3 British Literature I 3.0

ENGL 4 British Literature II 3.0

ENGL 12 Survey of American Literature II 3.0

List B – Take 3 units

ENGL 5 Survey of World Literature II 3.0

ENGL 10 Shakespeare 3.0

List C – Take 3 units

ENGL 1 College Composition 3.0

ENGL 22 Creative Writing 3.0

ENGL 33 Studies in Fiction 3.0

ENGL 34 Studies in Poetry 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which

LCC's program is a good base for transfer.

Basic Wildland Firefighter

CERTIFICATE OF ACCOMPLISHMENT

Fire Technology

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0
Required Elective: 12 Units: select from the following listing:		
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Fellowship to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units

Required Core Courses: 18 Units

Course No	Course Title	Units			
FS 3	Fundamentals of Fire Prevention	3.0	FS 60A	Basic Fire Crew Firefighter	3.0
FS 4	Fire Protection Equipment and Systems	3.0	FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 5	Fire Orientation and Organization	3.0	FS 64	Instructor 1 Instructional Methodology	2.5
FS 6	Building Construction for Fire Protection	3.0	FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 13	Fire Behavior and Combustion	3.0	FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 14	Principles of Fire Safety and Survival	3.0	FS 65C	Wildland Fire Apparatus Operations	0.5
			FS 70	Heavy Equipment Boss (S-236)	1.0
			FS 70A	Single Resource Boss Academy	2.5
			FS 70B	Engine Boss (Single Resource)	1.0
			FS 72	HazMat First Responder Operations	1.0
			FS 72A	HazMat First Responder Refresher	0.5

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units			
BUS 25	Small Business Management	3.0	FS 74	Fire in the Interface (S-215)	1.5
BUS 27	Business Communications	3.0	FS 75	Fire Behavior (S-290)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5	FS 77	Human Factors on the Fireline (L-180)	0.5
FS 8	Wildland Fire Suppression	2.0	FS 78	Followership to Leadership (L-280)	1.0
FS 20	First Aid/CPR for Public Safety Employees	0.5	FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 23	Firing Operations (S291)	1.0	FS 80	Firefighter Survival	0.5
FS 26	Basic Air Operations (S-270)	1.0	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 49	Fire Technology Work Experience	1.0-8.0	FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 50	Rapid Intervention Crew	0.5	FS 85	Understanding Maps, Compass And GPS	1.0
FS 51	Introduction to Fire Technology Careers	1.0	FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 54	National Incident Management System	0.5	FS 90	Portable Pumps and Water Use S-211	1.0
FS 56	Helicopter Crewmember (S-271)	2.0	FS 97	Fire Control 4	0.5
FS 57	Vehicle Extrication	1.0	FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 58	Introduction to Wildland Fire Behavior	0.5	FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 59	Confined Space Awareness	0.5	FS 98.21	Volunteer Firefighter Academy	2.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Achievement Basic Wildland Firefighter

Total units for the Certificate: 19 – 19 Units

Required Core Courses: 18-19 Units

Course No	Course Title	Units			
FS 5	Fire Organization and Management	3.0	FS 72	HazMat First Responder Operations	1.0
FS 8	Wildland Fire Suppression	2.0	FS 74	Fire in the Interface (S 2-15)	1.5
FS 20 OR	First Aid/CPR for Public Employees	0.5	FS 78	Followership to Leadership (L-280)	0.5
EMT 21	Emergency Medical Responder	2.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 51	Introduction to Fire Careers	1.0	FS 85	Understanding Maps Compass & GPS	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0	FS 89	Wildland Fire Chainsaws (S-212)	1.5
			FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Achievement Basic Wildland Firefighter**, the student will be able to:

1. Demonstrate basic knowledge of fire physics and behavior.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Understand the basic skills needed to respond to all risks in emergency incidents
4. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.

Certificate of Accomplishment Fire Technology

Total units for the Certificate: 13.5 Units

Required Core Courses: 13.5 Units

Course No	Course Title	Units	FS 61	Basic Firefighter Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR



General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:

- Agriculture 19 (L)
- Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
- Geology 1 (L), 5 (L)
- Physical Science 1
- Physics 2A (L), 2B (L)

2. Life Forms:
 - Agriculture 10 (L), 20 (L)
 - Anthropology 1
 - Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
 - Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
 - Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
 - Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 30, 36A
 - Film 1
 - Music 6, 7, 12

2. Humanities (Literature, Philosophy, Foreign Languages):
 - English 2, 3, 4, 5, 10, 12, 33, 34
 - History 14, 15, 16, 17
 - Humanities 1, 2
 - IDS 1, 2
 - Philosophy 1, 10
 - Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

- Administration of Justice 10, 12, 20
- Anthropology 2
- Agriculture 2
- Child Development 31
- Economics 10, 11
- Ethnic Studies 1

- Geography 2
- History 14, 15, 16*, 17*
- Political Science 1*
- Psychology 1, 5, 6, 18, 31
- Sociology 1, 3, 4

* **CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

- (1) History 16 and 17
- (2) History 16 and Political Science 1
- (3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

- Child Development 31
- Counseling & Guidance 1
- Health 2, 25
- Human Services 30

- Physical Education 15
- Psychology 1, 18, 31, 33
- Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of "C" or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1

English 7 or 9

Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8

Film 1

Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34

History 14, 15, 16, 17

Humanities 1, 2

Philosophy 1, 10

Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3

B. Economics: AGR 2, ECON 10, 11

C. Ethnic Studies: ES 1

D. Gender Studies: SOC 4

E. Geography: GEOG 2

F. History: HIST 14, 15, 16*, 17*

G. Interdisciplinary: CD 31

H. Political Science: PLCS 1*

I. Psychology: PSY 1, 5, 6, 18, 31

J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by "L" in parentheses).

Physical Sciences:

Agriculture 19

Chemistry 1A (L), 1B (L), 8 (L), 40, 40 (L), **45 (L)

Geology 1 (L), 5 (L)

**Physical Science 1

Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20

Anthropology 1

Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L),

26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of "C" or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1, IDS 1, IDS 2

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1

Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geographic Information Systems

Certificate of Achievement

Certificate of achievement in Geographic Information Systems

A Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena.

As a GIS student you will:

Study the history of GIS, learn what it is and how it is used, and discover the foundational concepts that allow it to be a successful system

Develop skills in using hardware and software applications, in conjunction with relevant data and information, to learn how to approach and help solve potential real-world geospatial phenomena

Acquire critical thinking skills that will allow you to view and analyze geospatial patterns and feature relationships from a scientific perspective

Gain knowledge in the dissemination of geospatial information to web-based data and information delivery environments, as well as exposure to ancillary geospatial technologies such as Global Positioning Systems (GPS), Remote Sensing, and Computer-Aided Drafting (CAD) data and their respective applications

Career Options

GIS Technician for private entity or government agency

Supplemental GIS education to add to existing or future education in another field, which will help to strengthen overall knowledge from a technical standpoint

Program Highlights

Lassen Community College offers its Geographic Information Systems certificate as an entirely online program of study. No physical classroom involvement is required. Courses may be offered via traditional face-to-face or hybrid instructional modalities as well. The Geographic Information Systems certificate can be completed in just two semesters.

The Geographic Information Systems certificate is well suited to provide individuals with the education necessary to enter the workforce as an entry-level GIS Technician, or add to an existing or future bachelor's degree education to help strengthen and solidify the technical nature of said degree. For example, a combination of a bachelor's degree in wildlife biology and a certificate in GIS can be a very valuable and powerful combination to potential employers.

Certificate of Achievement Geographic Information Systems

Total Units for the Certificate of Achievement: 16

Course No	Course Title	Units	GIS 3	Cartography and Geovisualization	3.0
GIS 1	Fundamentals of GIS	4.0	GIS 4	Spatial Analysis	3.0
GIS 2	GIS Data Concepts	3.0	GIS 5	Web/Mobile-based GIS	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Geographical Information Systems** student will be able to:

1. Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.
2. Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.
3. Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.
4. Use the latest, basic GIS-based software technologies on the market with effective and efficient application.
5. Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer

Owner/Manager of a Gunsmith
Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Gunsmithing can be completed within two (2) years.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.

Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Autos	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

General Education Requirements: 18 Units

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0	General Education Requirements: 18 Units		
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0			

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units

Required Core: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Bedding Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0			
GSS 58.02	Pressure Bedding and Pillar	1.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units			
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 59.03	Parkerizing	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 59.04	Color Case Hardening	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 59.09	Alternative Metal Finishing	1.0
GSS 52.05	Gunsmith Machining 5	1.0			
GSS 52.06	Gunsmith Machining 6	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units			
GSS 51.06	Wood Stock Finishing	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units			
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolvers Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units			
GSS 51.01	Stock Inletting	1.0	GSS 57.02	Action Blueprinting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement

Medical Assisting

Certificate of Accomplishment

Administrative Medical Assisting

Clinical Medical Assisting

Red Cross Certification

Cardiopulmonary Resuscitation (CPR)

Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting

The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting

The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options

Medical Assistant

Clinic Assistant

Medical Office Assistant

EMT - I

EMT - II

EMT – Paramedic

Program Highlights

- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 21 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.5
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 13.5 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 70	Medical Assisting Core	7.0	HO 71	Medical Assisting Administrative	6.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 14.5 Units

Course No	Course Title	Units				
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical		7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patient education.



History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “historical perspective” to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18-19 Units

Complete the following 12 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0
HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0

Select 6 additional Units from the following:

ES 1	Ethnic Minorities in America	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to Sign Language	3.0
PLSC 1	American Institutions	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0	HUM 1	Western Civilization-Prehistoric to 1600	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0	HUM 2	Western Civilization-1600 to Present	3.0
ART 8	Art Appreciation	3.0	IDS 1	Introduction to sign Language	4.0
ART 9	History of Asian Art	3.0	IDS 2	Intermediate Sign Language	4.0
ENGL 2	Introduction to Literary Types	3.0	MUS 6	Music History from Antiquity to 1750	3.0
ENGL 3	British Literature I	3.0	MUS 7	Music History from 1750 to Modern Era	3.0
ENGL 4	British Literature II	3.0	MUS 12	Music Appreciation	3.0
ENGL 5	Survey of World Literature II	3.0	PHIL 10	Comparative World Religions	3.0
ENGL 10	Shakespeare	3.0			
ENGL 12	Survey of American Literature II	3.0			
ENGL 22	Creative Writing	3.0			
ENGL 33	Studies in Fiction	3.0			
ENGL 34	Studies in Poetry	3.0			
FILM 1	History of the Cinema	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1A	General Chemistry I	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 20	Introduction to Plant Science	4.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
ANTH 1	Biological Anthropology	3.0			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 1	Physical Geology	4.0
BIOL 10	Natural History of Plants and Animals	4.0	GEOL 5	Historical Geology and Paleontology	4.0
BIOL 20	Microbiology	5.0	PHSC 1	General Physical Science	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	PHYS 2A	General Physics I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0	PHYS 2B	General Physics II	4.0
BIOL 32	General Biology	3.0	.Completion of either the CSU General Education or IGETC Option		
BIOL 32L	General Biology with Lab	4.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
AGR 20	Introduction to Plant Science	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
ANTH 1	Biological Anthropology	3.0	CHEM 55	Introductory Chemistry	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0	GEOL 1	Physical Geology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 5	Historical Geology and Paleontology	4.0
BIOL 10	Natural History of Plants and Animals	4.0	PHSC 1	General Physical Science	3.0
BIOL 20	Microbiology	5.0	PHYS 2A	General Physics I	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	PHYS 2B	General Physics II	4.0
BIOL 26	Human Anatomy and Physiology II	4.0	Electives: 24 (no more than 6 units from any one discipline). <i>The student may select from any courses numbered 1 – 99 to satisfy this requirement.</i>		
BIOL 32	General Biology	3.0	General Education Requirements: 18 Units		
BIOL 32L	General Biology with Lab	4.0	Note: This degree does not prepare a student to transfer to a University.		
CHEM 1A	General Chemistry I	5.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science**, the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics

Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units	HO 3	Medical Terminology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	PSY 1	Introduction to Psychology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 18	Life Span Development	3.0
HLTH 25	Understanding Nutrition	3.0			

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.



Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 28 Units

Required Core: 20 Units

Course No	Course Title	Units	Select 8 Units From the following	
BIOL 20	Microbiology	5.0	BIOL 25 &	Human Anatomy and Physiology I 4.0
CHEM 1A	General Chemistry I	5.0	BIOL 26	Human Anatomy and Physiology II 4.0
CHEM 45	Introduction to Chemistry	4.0	OR	
HLTH 25	Understanding Nutrition	3.0	CHEM 1B &	General Chemistry II 5.0
PSY 1	Introduction to Psychology	3.0	MATH 40	Elementary Statistics 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer

Associate in Arts Degree University Studies:
Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core courses minimum grade 2.0: 22 Units

Lower Division Major Preparation:

Course No	Course Title	Units			
PE 15	Introduction to Kinesiology	3.0		Individual Sports	
BIOL 25	Human Anatomy & Physiology I	4.0	PEAC 34	Golf Skills	1.0
BIOL 26	Human anatomy & Physiology II	4.0			
Select 3 units form the following: 1 course from each area				Team Sports	
Fitness			PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 16	Walking for fitness	1.0			
PEAC 32D	Fitness Center	1.0		Take the following 2 courses 8 Units	
PEAC 44	Yoga	1.0	MATH 40	Elementary Statistics	3.0
			CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
BIOL 26	Human Anatomy and Physiology II	4.0	PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
HLTH 2	Personal Health	3.0	PEAC 7	Varsity Baseball	3.0
HLTH 25	Understanding Nutrition	3.0	PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 32D	Fitness Center	1.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
Select 3 Units from PE Electives:			PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 10	Woman's Varsity Softball	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5	PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 16	Walking for Fitness	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	PEAC 34	Golf Skills	1.0
PEAC 5A	Men's Varsity Basketball-Fall	2.0	PEAC 44	Yoga	1.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0			
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5			
PEAC 5C	Women's Varsity Basketball-Fall	2.0			
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0			
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0			
PEAC 6	Varsity Wrestling	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.



Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:

Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:

Emphasis in Social Sciences

Associate in Arts Degree General Studies:

Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AJ 5	Introduction to Forensics	3.0	HUM 2	Western Civilization-1600 to Present	3.0
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
CD 31	Child Development: Conception Through Adolescence	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
ECON 10	Macro-economics	3.0	SOC 1	Introduction to Sociology	3.0
ECON 11	Micro-economics	3.0	SOC 2	Social Problems	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 3	Family Relations	3.0
GEOG 2	Cultural Geography	3.0	SOC 4	Introduction to Gender	3.0
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
			HUM 2	Western Civilization-1600 to Present	3.0
AJ 5	Introduction to Forensics	3.0			
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
BUS 22	Business Law	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
CD 31	Child Development: Conception Through Adolescence	3.0	SOC 1	Introduction to Sociology	3.0
ECON 10	Macro-economics	3.0	SOC 2	Social Problems	3.0
ECON 11	Micro-economics	3.0	SOC 3	Family Relations	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 4	Introduction to Gender	3.0
GEOG 2	Cultural Geography	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.



Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective” to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Complete the following 15 Units:

Course No	Course Title	Units
SOC 1	Introduction to Sociology	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0
Select 6 unit		
PSY 5	Introduction to Research methods	3.0
SOC 2	Social Problems	3.0
MATH 40	Elementary Statistics	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Welding Technology

DEGREE

Associate in Science in Welding Technology

CERTIFICATES OF ACHIEVEMENT

Welding Technology Two-Year Plan
Welding Technology One-Year Plan

CERTIFICATE OF ACCOMPLISHMENT

Welding Technology

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the Program. The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) qualifications in plate and pipe welding. The curriculum is updated with the assistance of an industry advisory committee.

As a Welding major, you will:

- Study a general welding curriculum including welding plate and pipe and qualifications in multiple welding processes to American Welding Society standards.
- Develop leadership and communication skills.
- Identify the welding careers you are most interested in and build a course of study to better qualify you to succeed in that career.

Career Options

Welding Technician
Sales
Inspection
Supervision & Management
Aerospace
Welding Engineering
Construction
Trucking & Automotive
Welding Instructor

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Classes for beginning through advanced welders.
- Welding qualifications through the American Welding Society.
- Practical hands-on training with classroom theory.
- Short term courses.

Associate Degree and Certificate of Achievement in Welding can be completed within two (2) years.

Internships in welding are available for students interested in Work Experience opportunities.

Associate in Science Degree Welding Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 24 Units

Course No	Course Title	Units			
WT 20	Power Plant and Field Pipe Welding I	3.0	CA 31	Computer Applications I	2.0
WT 21	Power Plant and Field Pipe Welding II	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 22	Power Plant and Field Pipe Welding III	3.0	IT 72	Facilities Maintenance: Welding	2.0
WT 23	Power Plant and Field Pipe Welding IV	3.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0	WT 51	Blueprint and Symbol Reading for Welders	2.0
			WT 52	Robotic Welding Operations and Programming	3.0
			WT 53	Robotic Welding Operations and Programming Advanced	3.0
Required Electives: 18 Units			General Education Requirements: 18 Units		
BUS 25	Small Business Management	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree Welding Technology**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - Two Year

Total Units for the Two-Year Certificate of Achievement: 44 Units

Required Core Courses: 29 Units

Course No	Course Title	Units	WT 51	Blueprint and Symbol Reading for Welders	2.0
IT 22	Operations Maintenance and Safety	1.0			
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0			
WT 21	Power Plant and Field Pipe Welding II	3.0			
WT 22	Power Plant and Field Pipe Welding III	3.0			
WT 23	Power Plant and Field Pipe Welding IV	3.0			
WT 36	Welding Theory and Practice: Oxyacetylene	3.0			
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0			
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0			
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0			

Required Electives: 15 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology Two-Year**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - One Year

Total Units for the One-Year Certificate of Achievement: 23 Units

Required Core Courses: 17 Units

Course No	Course Title	Units	Required Electives: 6 Units		
IT 22	Operations Maintenance and Safety	1.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 38	Welding Theory and Practices: Gas Metal Arc Welding	3.0	WT 52	Robotic Welding Operations and Programing	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0	WT 53	Robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology One-Year**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous, alloy and nonferrous metals.
2. Apply the SMAW, GTAW, GMAW, and FCAW processes to steel plate and pipe that meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Accomplishment: Welding Technology

Total Units for the Certificate of Accomplishment Welding Technology: 12 Units

Required Core Courses: 9 Units

Course No	Course Title	Units	Required	Electives: 3 Units	
WT 20	Power Plant and Field Pipe Welding I	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	IT 72	Facility Maintenance: Welding	2.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 36	Welding Theory and Practice	3.0
			WT 51	Blueprint and Symbol Reading for Welders	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Welding Technology**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous metals.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to U niversity of C alifornia
CSU	Transferable to C alifornia S tate U niversity
IGETC	Intersegmental G eneral E ducation T ransfer C urriculum, Area Requirements
CSU GE	C alifornia S tate U niversity G eneral E ducation Certification, Area Requirements
CL	C redit L imit. See a counselor.
R	Course may be R epeated
C-ID	C ourse I dentification Number (<i>See Catalog Definition on page 35</i>)

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.

In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics

3.0 units

CSU/UC

C-ID AJ 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process

3.0 units

CSU/UC

C-ID AJ 122

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science

3.0 units

CSU

C-ID AJ 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also

study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The course includes the examination of the foundations of criminology, theories of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice

3.0 units

CSU

C-ID AJ 110

General Education Area B

CSU Area D

IGETC Area 4

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each

subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures

3.0 units

CSU

C-ID AJ 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been approved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.



AJ 20 - Criminal Law

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

C-ID AJ 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence

3.0 units

CSU

C-ID AJ 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations

3.0 units

CSU/UC

C-ID AJ 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to

overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques

3.0 units

CSU

C-ID AJ 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience

1.0 – 8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit

of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures

2.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture total (R)

A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832

0.5 unit

Co-requisite: AJ 52A

24 hours lab (R)

A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher

0.5 units

8 hours lecture (R)

An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refresher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture

This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of \$15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of \$10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 58 – Perishable Skills for Peace Officers **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This Course is designed for current peace officers to meet California Peace Officer Standards and Training (POST) mandated bi-annual perishable skills training requirements. Students will receive refresher knowledge and skills in officer safety, proper and safe firearms handling, storage and cleaning techniques, proper and safe tactical movement, arrest and control techniques, safe and efficient driver awareness techniques, and effective verbal and non-verbal communication used in policing. Enrollment limited to current California peace officers. Course instructor signature required for enrollment. Material fees of \$10.00 per student collected at time of registration. Course may be repeated as needed for recertification.

AJ 59 – First Aid/CPR/AED Refresher for Peace Officers **0.5 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture

This course is designed to meet the content and testing requirement of Title 22 of the California Code of Regulation and the Emergency Medical Services Authority (EMSA) requirements for peace officer refresher training related to the administration of First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillators. Course may be repeated as needed for recertification. Material fees of \$10.00 per student collected at time of registration. Enrollment limited to current California peace officers. Course instructor signature required for enrollment.

AJ 60-Adult Correctional Officer Core Course **9.50 units**

Prerequisites: Must be 18 years of age and have High School Diploma or GED.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

This course presents and meets the required training for entry level local correctional officers by the Board of State and Community Corrections, Standards and Training for Corrections (STC). Topics include: criminal justice System, professionalism and ethics, gangs, oral and written communication, maintaining security, booking, receiving and releasing offenders, supervising offenders, medical issues, classification of offenders, cultural awareness, report writing and record keeping, emergency procedures, visitation, screening and distribution of supplies and mail, transportation, testifying in court, assault and abuse, defensive tactics and restraint techniques, behavioral health and personal physical conditioning basics. This course is designed to provide practical hands on training in correctional officer tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a potential risk of injury to the participants. Students need to be prepared for the rigor of the physical conditioning and defensive tactics training. Pre-existing medical conditions may interfere with successful completion of these sections and/or the course.

Course instructor signature required for enrollment. Material fees of \$50.00 per student collected at time of registration.

AJ 71 – CDCR Off Post Training for Custody Staff **1.0 unit**

Pre-requisites: Basic Correctional Academy including POST Training 51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business. This course has been approved for hybrid delivery.

AGR 2 - Agricultural Economics **3.0 units** **CSU/UC**

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position. This course has been approved for hybrid delivery

AGR 3 - Introduction to Agriculture Business

3.0 units

CSU/UC

C-ID AG-AB 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process. This course has been approved for hybrid delivery.

AGR 4 – Agricultural Sales and Communication

3.0 units

CSU

34 hours lecture/51 hours lab

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

AGR 8 - Introduction to Animal Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry. This course has been approved for hybrid delivery.

AGR 9 - Food Animal Selection

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level. This course has been approved for hybrid delivery.

AGR 10 - Introduction to Animal Science

3.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AS 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis. This course has been approved for hybrid delivery.

AGR 11 - Beef Cattle Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production. This course has been approved for hybrid delivery.

AGR 12 – Animal Health and Disease

3.0 units

CSU/UC

34 hours lecture/51 hours lab

Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs. This course has been approved for hybrid delivery.

AGR 13 - Feeds and Feeding

3.0 units

CSU/UC

C-ID AG-AS 132L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized. This course has been approved for hybrid delivery.

AGR 14 – Equine Science

3.0 units

CSU/UC

C-ID AG-AS 116L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives. This course has been approved for hybrid delivery.

AGR 19 – Introduction to Soil Science

3.0 units

CSU/UC

GE Area A

CSU GE Area B1 B3

IGETC Area 5A

C-ID AG-PS 128L

34 hours lecture/51 hours lab

The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties. This course has been approved for hybrid delivery.

AGR 20 - Introduction to Plant Science

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AG-PS 106L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. This course has been approved for hybrid delivery.

AGR 21B - Intercollegiate Rodeo

3.0 units

CSU

General Education Area E2

170 hours lab (R)

Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 22 - Rodeo Skills

3.0 units

CSU

General Education Area E2

153 hours lab

This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 23 - Western Riding and Training

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or

manager. This course has been approved for hybrid delivery.

AGR 31 - Bovine Embryo Transfer

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

42.5 hours lecture/25.5 lab

This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied. This course has been approved for hybrid delivery.

AGR 40 - Basic Agricultural Mechanics

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction. This course has been approved for hybrid delivery.

AGR 41 - Farm Tractors and Farm Power

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application. This course has been approved for hybrid delivery.

AGR 42 - Farm Surveying, Irrigation and Drainage

3.0 units

CSU

17 hour lecture/102 hours lab

Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigation systems. This course has been approved for hybrid delivery.

AGR 49 - Agricultural Work Experience 1.00–8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. This course has been approved for hybrid delivery.

AGR 51 - Horsemanship

2.0 units

17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling. This course has been approved for hybrid delivery.

AGR 53 - Colt Training

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading. This course has been approved for hybrid delivery.

AGR 57 - Beginning Horseshoeing

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses. This course has been approved for hybrid delivery.

AGR 61 - Introduction to Bovine Reproduction

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination. This course has been approved for hybrid delivery.

AGR 70 - Rodeo Team Roping

1.0 unit

48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and

team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"

0.5 units

10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology

3.0 units

CSU/UC

General Education Area A

CSU GE Area B2

IGETC Area 5B

C-ID ANTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D1

IGETC Area 4A

C-ID ANTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art. Ethnographic case studies will be used to highlight similarities and differences

among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ART

ART 1A - Two-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a \$10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of \$25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 101

Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard

computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a \$10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 200

Recommended Preparation: ART-2 Drawing

25.5 hour lecture/76.5 hours lab

An introduction to figure drawing from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic, technical and digital points of view. This course has been approved for traditional and temporary emergency online delivery. Students will need to purchase approximately \$100 worth of supplies for online course.

ART 6 - Survey of Art History, Prehistoric To Renaissance

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be

covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 10A - Beginning Painting

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 210

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately \$75 worth of supplies.

ART 10B - Intermediate Painting

2.0 units

CSU/UC

Prerequisite: Art 10A Beginning Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10C - Advanced Painting

2.0 units

CSU/UC

Prerequisite: Art 10B Intermediate Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediated techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00

lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10D - Portfolio Painting **2.0 units CSU/UC**

Prerequisite: Art 10C Advanced Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 19A - Beginning Digital Photography

3.0 units

CSU

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography

1.0 unit

CSU

Prerequisite: Art 19A Beginning Digital Photography
51 hours lab

An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be

considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography

1.0 unit

CSU

Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab

An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography

1.0 unit

CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab

An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design
25.5 hours lecture/76.5 hours lab
A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs.

Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful

conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a \$10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of \$70.

ART 23 - Beginning Printmaking

3.0 units

CSU/UC

C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing.
25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1

3.0 units

CSU/UC

C-ID ARTS 250

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography

25.5 hours lecture/76.5 hours lab
A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs.

Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of \$70.

ART 30 – Introduction to Sculpture

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics

2.0 units

CSU/UC

Prerequisite: Art 36A Beginning

Ceramics

102 hours lab

Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics

2.0 units

CSU

Prerequisite: Art 36B Intermediate

Ceramics

102 hours lab

Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics

2.0 units

CSU

Prerequisite: Art 36C Advanced

Ceramics

102 hours lab

Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics.

Producing a body of work for presentation/exhibition. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation

3.0 units

CSU/UC

25.5 hour lecture/76.5 hours lab

This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 49 - Art Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology

Work Experience 1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics

3.0 units

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

34 Hours Lecture, 51 Hours Lab

This course was designed to:

1. Introduce shop procedure and safety to the student;
2. Give students the skills to perform vehicle maintenance and basic roadside repairs;
3. Give students the skills to diagnose and repair minor vehicle malfunctions. This course adheres to ASE Education Foundation standards. The course has been approved for hybrid delivery.

AT 54 - Brakes

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adheres to ASE Education Foundation standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in alignment of front suspension and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to AES (Educational Foundation) standards for steering and suspension. This course has been approved for hybrid delivery.

AT 58 – Automotive Heating and Air Conditioning

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12, 134A, and R1234YF refrigerants. This course meets ASE Education Foundation standards. This course has been approved for hybrid and online delivery.

AT 60 – Shop Management and Service Writer

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders

to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 66 - Manual Drive Train

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions

3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab

2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.

102 hours lab

This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/153 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/102 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 80 – Basic Electrical

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I

3.0 units

Prerequisite: AT-80 Basic Electrical

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II

3.0 units

Prerequisite: AT-82 – Engine Performance I

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules,

computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 90 – Automotive Survival

1.0 unit

18 hours lecture

This is an introductory seminar course designed for the novice from the standpoint of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab **0.5 units**

Recommended Preparation: AT 90 Automotive Survival

24 hours lab

The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training **Level 2 32-Hour Course**

1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.

8 hours lecture/24 hours lab

The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections.

Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It

is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 190

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I

51 hours lecture/51 hours lab

A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommended preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for online and hybrid delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 140

Prerequisite: MATH 60 or equivalent multiple measures placement.

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for online and hybrid delivery.

BIOL 10 - Natural History of Plants & Animals

4.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for online, hybrid and correspondence delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs. This course has been approved for online and hybrid delivery.

BIOL 21 - Human Anatomy with Lab

4.0 units

CSU/UC

C-ID BIOL 110B

Recommended Preparation: ENGL 105

or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine

and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab

4.0 units

CSU/UC

C-ID BIOL 120B

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for online and hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 26 - Human Anatomy and Physiology II

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I

51 hours lecture/51 hours lab Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 32 - General Biology

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B2

IGETC Area 5B

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online, hybrid and corespondence delivery.

BIOL 32L - General Biology with Laboratory

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B 5C

Recommended Preparation: ENGL 105 or equivalent placement

51 hours lecture/51 hours lab

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery. This course has been approved for on line delivery for emergency us only.

BUSINESS

BUS 1A - Accounting Principles – Financial

4.0 units

CSU/UC

C-ID ACCT 110

Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.

68 hours lecture

A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial

4.0 units

CSU/UC

C-ID ACCT 120

Prerequisite: BUS 1A – Accounting Principles-Financial

68 hours lecture

An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax

3.0 units

CSU

Prerequisite: BUS 1A – Accounting Principles-Financial

51 hours lecture

Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT) This course has been approved for online and hybrid delivery.

BUS 2 - Introduction to Business

3.0 units

CSU/UC

C-ID BUS 110

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.

51 hours lecture

A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid

delivery.

BUS 10 – Managing Diversity and Human Resources

3.0 units

CSU

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture.

Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of procedures. Importance of human relations and interpersonal communications

skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law

3.0 units

CSU/UC

General Education Area B

C-ID BUS 125

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may use a free Open Educational Resource textbook.

BUS 25 - Small Business Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications

3.0 units

CSU

C-ID BUS 115

Prerequisite: ENGL-1 College

Composition

51 hours lecture

Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning

3.0 units

CSU

Prerequisite: COT 52 Keyboarding, Level 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Basic operations of Microsoft Word.

Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All

Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture **1.0 units**

17 hours lecture
An exploratory course in the fundamentals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture **1.0 unit**

17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture **1.0 unit**

17 hours lecture
A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business

ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage **1.0 units**

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures **2.0 units**

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics **3.0 units** **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-

year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table, qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry **4.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. This course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics **3.0 units** **CSU/UC** **C-ID CHEM 140**

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended

for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teaching Laboratory for Survey of Chemistry and Physics

1.0 units

CSU/UC

C-ID CHEM 140

Co-requisites: Chem 40

This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry

4.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID CHEM 101

Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement

Recommended Preparation: one year high school Chemistry

51 hours lecture/51 hours lab

An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session

1.0 units

CSU/UC (elective)

Co-requisite: CHEM 45

This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and equilibrium of chemical reactions, acids

and bases, redox reactions, and thermodynamics. This course has been approved for online delivery.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment

3.0 units

CSU

C-ID ECE 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online and hybrid delivery.

CD 12 - Child, Family and Community

3.0 units

CSU

General Education Area E1

C-ID CDEV 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

CD 15 - Pre-School Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-

service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online, hybrid and correspondence delivery.

CD 16 - Introduction to Curriculum

3.0 units

CSU

C-ID ECE 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online, hybrid and correspondence delivery.

CD 17 - Children's Literature

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety

3.0 units

CSU

C-ID ECE 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families

and health professionals. This course has been approved for online, hybrid and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children

3.0 units

CSU

C-ID ECE 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

CD 22 - The Infant Toddler

3.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online, hybrid and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting

3.0 units

CSU

Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD

programs. This course has been approved for online and hybrid delivery.

CD 24 – Practicum

4.0 units

CSU

C-ID ECE 210

Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31

34 hours lecture/102 hours lab

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online and hybrid delivery.

CD 25 - Teaching in a Diverse Society

3.0 units

CSU

C-ID ECE 230

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

CD 26 - Administration II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding

opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online and hybrid delivery.

CD 27 - Children with Special Needs

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online and hybrid delivery.

CD 30 - Early Steps to Reading Success

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online and hybrid delivery.

**CD 31 - Child Development:
Conception through Adolescence**
3.0 units

CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4G

C-ID CDEV 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

CD 49 - Child Development Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical

Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

18 hour lecture

Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A \$20.00 lab fee will be collected at the time of registration to cover book and certification cost. This course has been approved for online and hybrid delivery.

COMPUTER APPLICATIONS

CA 31 - Computer Applications

2.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the preparatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features available in widely used software. The emphasis will be on a word processor and a spreadsheet. This

course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/15 hours lab

This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hour lecture/15 hours lab

Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in

business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1

1.0 unit

51 hours lab
A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2

1.0 unit

Prerequisite: COT 50

51 hours lab
Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting

priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key

1.0 unit

34 hours lab

A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy

3.0 units

CSU/UC

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life

3.0 units

CSU/UC

**General Education Area E1
CSU GE Area E**

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1

0.5-3.0 units

25.5-153 hours lab (R)

Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been approved for online and hybrid delivery.

DS 111 - Computer Access II

0.5-3.0 units

25.5-153 hours lab (R)

Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access

Projects

0.5-3.0 units

25.5-153 hours lab (R)

Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has been approved for online and hybrid delivery.

DS 113 - Developmental Skills: Personal Assessment

0.5-1.0 unit

8.5-17 hour lecture (R)

A course designed to provide the learning disabled student with specific information about his/her own learning process.

Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills:

Reading

0.5-1.5 units

25.5-76.5 hours lab (R)

An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, correspondence and hybrid delivery.

DS 115 - Developmental Skills: Writing Skills

3.0 units

51 hours lecture (R)

A course designed to instruct the learning disabled student in writing skills.

Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

DS 116 - Developmental Skills: Math

0.5-1.5 units

76.5 hours lab (R)

An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness

1.0 unit

51 hours lab (R)

This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

DS 121 - Adaptive Individual

Sports: Bowling

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

DS 122 - Adaptive Individual

Sports: Weight Training

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop

and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 202

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 201

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activities. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

ED 2 – Introduction to Elementary Classroom Instruction

3.0 units

CSU

C-ID EDUC 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder

**2.5 units
CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

36 hours lecture/29 hour lab (R)
This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for online and hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)

6.5 units

Prerequisite: Current CPR certification or equivalent

85 hours lecture/69 hours lab (R)
Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for online and hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher

1.0 unit

Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.

14 hours lecture/18 hours lab
A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with

the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 1 - College Composition

**3.0 units
CSU/UC**

General Education Area D1

CSU GE Area A2

IGETC Area 1A

C-ID ENGL 100

Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.

51 hours lecture

A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

ENGL 2 - Introduction to Literary Types

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 120

Prerequisite: English 1

51 hours lecture

This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. This course has been approved for online and hybrid delivery.

ENGL 3 – British Literature I

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 160

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social

and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 4 – British Literature II

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 165

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 5 – Survey of World Literature II

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 145

Prerequisite: English 1

51 hours lecture

This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present. This course has been approved for online and hybrid delivery.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature

**4.0 units
CSU/UC**

General Education Area C

CSU GE Area A3

IGETC 1B

C-ID ENGL 110

Prerequisite: English 1

68 hours lecture

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A3

IGETC Area 1B

C-ID ENGL 105

Prerequisite: English 1

51 hours lecture

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1.

The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online, hybrid and correspondence delivery.

ENGL 10 – Shakespeare

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest. This course has been approved for online, hybrid and correspondence delivery.

ENGL 12 - Survey of American Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 135

Prerequisite: English 1

51 hours lecture

This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for online, hybrid and correspondence delivery.

ENGL 22 – Creative Writing

3.0 units

CSU/UC

General Education Area C

C-ID ENGL 200

Prerequisite: English 1

51 hours lecture

An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method. This course has been approved for hybrid and correspondence delivery.

ENGL 33 – Studies in Fiction

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature. This course has been approved for online, hybrid and correspondence delivery.

ENGL 34 – Studies in Poetry

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics). This course has been approved for online, hybrid and correspondence delivery.

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking

3.0 units

51 hours lecture

Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been

approved for online, hybrid and correspondence delivery.

ENGL 105A- Reading and Writing Support

1.0 units

Corequisite: ENGL 105 or ENGL 1

51 hours lab

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for online, hybrid and correspondence delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America

3.0 units

CSU/UC

General Education Area B

CSU GE Area D3

IGETC Area 4C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey of the history, culture and folklore of the American people providing a sociological analysis of race, ethnicity and racism. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined. This course has been approved for online delivery.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire Prevention

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been

approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/48 hours lab

Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass, tool maintenance, pumping operations and safety, air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a "near miss" fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee

1.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26 hours lecture (R)

Introduction to injury and illness including preparation for rendering assistance for the public safety personnel including administration of first aid, CPR, and use of AED according to the standards set forth in California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 1.5. First Aid and CPR Standards and Training for Public Safety Personnel. This course meets Title 22 regulations and is approved by the Local Emergency Medical Services Authority (LEMSA). A \$10.00 certification fee applies. May be repeated as needed for recertification. This course has been approved for hybrid delivery.

FS 23 - Firing Operations (S-219)

1.0 units

CSU

Prerequisites: FS 75 Fire behavior (S-290)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture (2 day)

This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework

is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 Hours Lecture (2 Day)

This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent. 4 hours lecture/20 hours lab

The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country.

Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC operations terminology and the RIC mindset. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 51 – Introduction to Fire Technology Careers

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 54 – National Incident Management System (NIMS-700a)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and

nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units

Prerequisite: FS-61 Basic Firefighter Training (Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 59 – Confined Space Awareness

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen

Community College and will be collected at the time of registration.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)

5.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, or equivalent.

64 hours lecture/82hours lab

This course provides students with the knowledge and skills to perform basic firefighter tasks. Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. Instructor permission is required to enroll in this course.

FS 60A - Basic Fire Crew Firefighter

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture, 8 hours lab

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at

<https://training.fema.gov/> (free to students).

FS 64 Instructor 1 Instructor Methodology

2.5 units

Recommended Preparation:

Introduction to the Incident Command System (IS-100.B) FEMA or National Incident Management System (IS-700.A, FEMA)

40 hours lecture

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 64B Instructor II Instructional Development

2.0 units

Required Preparation

FS 64 Instructor I or equivalent
40 hours lecture

This course is designed for those seeking to become fire service instructors. It provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. The State Fire Training Course Fee of \$141.00 will be collected at registration.

FS 65A – Driver Operator 1A – Emergency Vehicle Operations

1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation,

maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65B – Driver Operator 1B - Pump Operations

1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65C – Wildland Fire Apparatus Operations

0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 70 – Heavy Equipment Boss (S-236)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)

2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

28 hours lecture/4 hours lab

This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)

1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) or Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

16 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss

1.0 units

Prerequisite(s): FS-98.18 Annual Fighter Training or Firefighter Training 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week) (R)

This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72A – HazMat First Responder - Refresher

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

9 hours lecture (2 days) (R)

This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to

maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72B – HazMat First Responder - Decontamination

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

8.5 hours lecture

This course is designed for personnel previously trained to the Haz Mat First Responder Operations (FRO) level, to conduct responder decontamination as part of an organized response to incidents such as those involving hazardous materials (Haz Mat) releases or weapons of mass destruction. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 74 - Fire in the Interface (S-215)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)

2.0 units

Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) or FS 60 - Wildland Firefighter (CalFIRE Basic Training); or S-190 Certification

37 hours lecture (1 week)

This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)

0.5 unit

Prerequisite: FS-61 Basic Firefighter Training (Basic 32) or FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***

8 hours lecture

This course is designed to be interactive

in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

9 hours lecture (1 week)

This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)

1.0 unit

Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).

17 hours lecture (1 week)

This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 80 - Fire Fighter Survival

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching

personnel to be resourceful when facing dangerous entrapment situations. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 81 – Wildland Fire Fighter Safety and Survival

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy.

FS 84 - Lessons Learned (Fatality Fire Case Studies)

1.0 unit

Prerequisite: FS 61 Basic Firefighter (Basic 32) or equivalent

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hour lab (4 weeks)

The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS

1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.

8 hours lecture 10 hours lab

Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern

compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference. There will be a \$5.00 student materials fee for flash drive containing student text.

FS 89 – Wildland Fire Chainsaws (S-212)

1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivalent

24 hours lecture/4 hours lab (1 week)

This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hours lab (1 week)

This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation

1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture

I-suite is a data entry system used on wildland fire incidents. This course will teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

**FS 92A Company Officer 2D:
Human Resource Management
for Company Officers**

2.1 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92B Company Officer 2D:
General Administrative Functions
for Company Officers**

1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

Units

20 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training

CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92C Company Officer 2C: Fire
Inspections and Investigation for
Company Officers**

2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92D Company Officer 2D: All
Risk Command Operations**

2.0 units

Prerequisites: Meet the educational requirements of Fire Fighter II

40 hours lecture

This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92E Company Officer 2E:
Wildland Incident Operations for
Company Officers**

2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental \$81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I

18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent

160 hours lecture/480 hours lab

This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to

Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team/Task Force Leader. All Hazards (AH-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander or equivalent

25.5 hours lecture

This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes.

Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 98.18 – Annual Fire Refresher Training (RT-130)
0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of \$2.00 to cover the costs of handouts and

a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of \$2.00 to cover the costs of handouts and a pocket guide. Also required is a \$20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This course is designed to provide an introduction of skills and methods used for structural firefighting. Students will be required to work as a team to accomplish assigned tasks and be introduced to concepts and cultures that are common to the fire service. This course is ideally suited for an entry level volunteer firefighter, wildland firefighters or anyone that would like to be familiar with basic structural firefighting skills. Curriculum is designed to incorporate IFSAC/Pro Board Firefighter 1 requirements. An additional \$10.00 materials fee will be added to the admission fee to cover consumable materials used during the course such as plywood and propane.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units

CSU/UC

General Education Area B

CSU GE Area D5

IGETC Area 4E

C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOGRAPHICAL INFORMATION SYSTEMS

GIS 1 – Fundamentals of GIS

4 units

CSU/UC

Co-requisite: GIS 2 Data Concepts

This course covers theoretical and applied knowledge of Geographic Information Systems (GIS). Students will learn the basic history of GIS, as well as what it is, how it functions, and why it is used to benefit real-world, problem-solving applications. Geospatial data, and associated information, will be a core component of the course, including acquisition, development, maintenance, manipulation, analysis, and display of content. Spatial parameters (i.e., projections, coordinate systems, datum, and units of measure), geodatabase structures and use, basic cartographic skills, and simple overlay analysis and geoprocessing techniques are covered as well. This course is offered in traditional, online, and hybrid modalities.

GIS 2 – Data Concepts

3 units

CSU/UC

Co-requisite: GIS 1 Fundamentals of GIS

This course covers concepts and techniques associated with geospatial data, including detailed examination of the design and implementation of geodatabases for Geographic Information Systems (GIS). Relational database management systems (RDBMS), and their functionality in relation to GIS, are a key concept in the course. Other concepts such as data integration, organization, and quality assurance; attribute information classification; feature digitization and editing; and geocoding will be covered as well. This course has been approved for online and hybrid delivery.

GIS 3 - Cartography and Geovisualization

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers advanced concepts associated with cartography and geovisualization, as they relate to Geographic Information Systems (GIS). Cartographic principles will be covered in-depth, including enhanced map layout design and corresponding map element styling. Students will work with complex hardcopy and digital map outputs, including web-based visuals. Animations, 3D scenes, Story Maps, and other forms of geovisualization techniques are

examined as well. This course has been approved for online and hybrid delivery.

GIS 4 – Spatial Analysis

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers the advanced and specialized topic of spatial analysis, in relation to Geographic Information Systems (GIS). Spatial analysis examines the spatial relationships of features in geospatial data, such as patterns, trends, connections, etc. GIS-based spatial analysis techniques are covered extensively for both vector and raster data models. A heavy emphasis is placed on using spatial analysis operations to aid in geospatial problem-solving scenarios as well. Geospatial modelling is a key component of the course, also. This course has been approved for online and hybrid delivery.

GIS 5 - Web/Mobile Based GIS

3 units

CSU

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers concepts associated with web-based data and mapping applications, as well as mobile data collection methodology, as they relate to Geographic Information Systems (GIS). Latest trends in online GIS technology are examined, including Esri's ArcGIS Online interface and ancillary components. Web Maps, Story Maps, and Web AppBuilder for ArcGIS will be explored. On the mobile side, application technologies such as Collector for ArcGIS and Survey123 will be studied, also. Students will be exposed to a basic understanding of Global Positioning Systems (GPS), too. This course has been approved for online and hybrid delivery.

GEOLOGY

GEOL 1 - Physical Geology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 101

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab
Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and

future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformitarianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest. This course has been approved for online and hybrid delivery.

GEOL 5 - Historical Geology & Paleontology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 111

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record. This course has been approved for online and hybrid delivery.

GUNSMITHING

SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50.01 - Recoil Pad and Sling Swivel Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51.01 - Stock Inletting **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting **1.0 unit**

6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52B - Firearms Training **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1 **2.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting "V", square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2 **2.0 unit**

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3 **2.0 unit**

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4 **1.0 unit**

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5 **1.0 unit**

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6

1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Truing Exterior of Action

1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the custom modifications to trigger guards

and floor plates of bolt-action rifles.

Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding

1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)

This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60.01 - DFR Recoil Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ

from the Remington.

GSS 60.04 - DFR Pump Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers 1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction 1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes 1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace

1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting

1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel

guns.

GSS 67.01 - Blowback Principle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of modern auto

sporting rifles excepting "assault" rifles.

GSS 69.02 - DFR Pump Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

1.0 Unit

This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22's, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in

design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab

(1 week) (R)

A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge

Reloading

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-priming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the making of irregular shaped wire springs

from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)

This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22

Autopistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit

An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional

Armorer's School

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 82 - General Gunsmithing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab

A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols

1.0 unit

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab (1 week)

A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/88 hours lab (2 weeks)

A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of \$19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of \$19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of \$19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making

1.0 unit

6 hours lecture/34 hours lab (1 week)

This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with

different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles 1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911 1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized.

GSS 98.09 Color Case Hardening 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of \$19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out

and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of \$19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths 1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of \$19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects 1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been

approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths 2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking 1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knives and accessories.

GSS 114 - Basic Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths 1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts,

polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving **1.0 unit**

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of \$19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths **1.0 unit**

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving **2.0 units**

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly

and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO₂ Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO₂ air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw **1.0 unit**

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing **1.0 unit**

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of \$19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V

specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core 7.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

125 Hours lecture

This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clinical medical assisting certificate program. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. Uniform and lab fee of \$200 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 71 - Medical Assisting Administrative 6.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

85 hours lecture/76.5 hours lab

This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrolment. This course has been approved for hybrid and online delivery.

HO 72 - Medical Assisting Clinical 7.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

93.5 hours lecture/102 hours lab

This course is designed to provide entry

This course is designed to provide entry level information and skill training

required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty.

Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. This course has been approved for hybrid and online delivery

HO 80A -Geriatric (Long-Term Care) Nurse Assistant

6.0 units

Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology

72 hours lecture/112 hours lab

This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized.

Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Students must complete all course hours and must

achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Nursing Assistant certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 88 – Phlebotomy Technician 3.5 units

Prerequisites: HO 3 Medical Terminology

Before beginning clinical rotation the student must:

- Show proof of vaccinations: HEP B series, MMR and varicella.
- Proof of negative tuberculosis test.
- Drug testing. This will be scheduled for you.
- High school diploma or GED.
- Background check

42.5 hours lecture/51 hours lab

This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10 successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Phlebotomy Technician certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)

0.5 units

8.5 hours lecture (1 Week)

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC 3B & 4F

C-ID HIST 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been

approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S.

History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction

51 hours lecture

Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing

and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

HUS 42 - Field Experience in Human Services

3.0 unit

CSU

Prerequisite: HUS 10 Introduction to Social Work and Human Services

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours field

experience

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. This course has been approved for hybrid delivery.

HUS 49 - Human Services Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the

workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 170

Recommended Preparation: English 1 or equivalent multiple measures placement

51 hours lecture

Survey of the development of western culture and civilization to the Reformation. This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 180

Recommended Preparation: English 1 or equivalent multiple measures placement.

51 hours lecture

The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety

1.0 unit

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture

This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2

2.0 units

102 hours lab

This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDISCIPLINARY STUDIES

IDS 1 Introduction to Sign Language

4.0 units

CSU only

Recommended Preparation: English 105 or equivalent multiple measures placement.

An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediate to Sign Language

4.1 units

CSU only

Prerequisite: IDS 1 with a C or better or equivalent

This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 211

Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.

85 hours lecture

A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 221

Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.

85 hours lecture

Continuation of Math 1A. A second course in differential and integral calculus of a single variable: integration,

techniques of integration; infinite sequences and series, polar and parametric equations; applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry

3.0 units

CSU

General Education Area D2

CSU GE Area B4

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 167 Trigonometry Lab

51 hours lecture

A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra

3.0 units

General Education Area D2

CSU/UC

CSU GE Area B4

IGETC Area 2A

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 168 College Algebra Lab

51 hours lecture

This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students. This course has been approved for online and hybrid delivery.

MATH 11A Concepts of Elementary School Mathematics I

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in

mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B Concepts of Elementary School Mathematics II

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course covering the study of the real numbers, measurement, logic and mathematical reasoning, introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 40 - Elementary Statistics

3.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 110

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 164 Elementary Statistics Lab

51 hours lecture

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra

4.0 units

General Education Area D2

51 hours lecture/51 hours lab

This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required. This course has been approved for online and correspondence delivery.

MUSIC

MUS 6 - Music History from Antiquity to 1750

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID MUS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances.

This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology

4.0 units

Corequisite: VN 51; VN 52

68 hours lecture

Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 51 - Nursing Fundamentals

4.0 units

Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.

Corequisites: VN 50; VN 52

68 hours lecture

Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing

concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. Uniform and lab fee of \$300 will be collected at registration. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 52 - Clinical Lab I

7.0 units

Corequisite: VN 50; VN 51

357 hours lab

Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 53 - Adult Nursing Theory

7.0 units

Prerequisite: VN 50; VN51; VN 52

Corequisite: VN 54

119 hours lecture

Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 54 - Clinical Lab II

6.0 units

Prerequisite: VN 50; VN 51, VN 52

Corequisite: VN 53

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 55 – Nursing Leadership and Professional Development

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54; VN 55

Corequisite: VN 56; VN 57; VN 58;

VN 60

34 hours lecture

Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 56 - Clinical Lab III

6.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 57; VN 58;

VN 60

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total

clinical hours are

306. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 57 - Maternity Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 58;

VN 60

34 hours lecture

Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 58 - Pediatric Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 57;

VN 60

36 hours lecture

Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing

students must be displayed on camera throughout entire course.

VN 59 – Intravenous Therapy and Blood Withdrawal

2.0 units

Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California
31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course..

VN 60 –NCLEXVN Review

2.0 units

Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58
30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If

course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course

PHILOSOPHY

PHIL 1 - Introduction to Philosophy

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World Religions

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology

3.0 units

CSU/UC

CSU Area E2

General Education Area E2

C-ID KIN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture

This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)
Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery.

PEAC 5A.02 - Men's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

60 hours lab (R)
Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 5B – Pre-Season Skills and Conditioning for Basketball

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C - Women's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)
General Education Area E2

110 hours lab (R)
Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C.02 - Women's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

60 hours lab (R)
Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition

and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball

1.0 units

CSU/UC (Unit limitation)
General Education Area E2

51 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 6 - Varsity Wrestling

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

170 hours lab (R)
Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling

0.5 units

CSU/UC (Unit limitation)
General Education Area E2

25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)
Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 7D – Off-Season Skills and Conditioning for Baseball

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 9 - Women's Varsity Volleyball

3.0 units

CSU/UC (Unit limitation)
General Education Area E2

170 hours lab (R)
Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball

0.5 units

CSU/UC (Unit limitation)
General Education Area E2

25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball

1.5 units

CSU/UC (Unit limitation)
General Education Area E2

76 hours lab
Off-season skill development and strategy

tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online, hybrid and correspondence delivery.

PEAC 32D - Fitness Center

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times. This course has been approved for hybrid delivery for emergency use only.

PEAC 44 – Yoga

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B1

IGETC Area 5A

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College

Physics I

4.0 units

CSU/UC

General Education Area: A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID PHYS 105

Prerequisite: Math 7 OR MATH 60

Intermediate Algebra or equivalent

multiple measures placement and

concurrent enrollment in Math 7

Trigonometry

Recommended Preparation: ENG 105

or equivalent multiple measures

placement

51 hours lecture/51 hours lab

This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1, B3

IGETC Area 5A, 5C

C-ID PHYS 110

Prerequisite: PHYS 2A General Physics I

51 hours lecture/51 hours lab

This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions

3.0 units

CSU/UC

General Education Area B

CSU GE Areas D8

IGETC Area 4H

C-ID POLS 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, and correspondence delivery.

PLSC 11 - Student Leadership

1.0 unit

CSU

51 hours lab

Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Areas D9 & E

IGETC Area 4I

C-ID PSY 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 200

Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.

51 hours lecture

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for online, hybrid and correspondence delivery.

PSY 6 – Abnormal Psychology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 120

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course introduces the scientific study of psychopathology and atypical

behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development

3.0 units CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4 G & 4I

C-ID PSY 180

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence

3.0 units

CSU/UC

Associate Degree Area E1

CSU GE Area D7 & E

IGETC Area 4G & 4I

C-ID CDEV 100

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment

3.0 units

CSU

General Education Area E1

CSU GE Area E

C-ID PSY 115

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybrid and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 115

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Area D & E

C-ID SOCI 130

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender

3.0 units

CSU/UC

General Education Area B

CSU GE Area D4

IGETC Area 4D

C-ID SOCI 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 6A

C-ID SPAN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

58 hours lecture/34 hours lab

This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B & 6A

Prerequisite: SPAN 1 First Course in Spanish

58 hours lecture/34 hours lab

A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation,

understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking

3.0 units

CSU/UC

General Education Area D2

CSU GE Area A1

IGETC Area 1C

C-ID COMM 110

Prerequisite: ENGL 1 College

Composition

51 hours lecture

Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook. The course has also been approved for incarcerated correspondence delivery with speeches recorded in front of a live audience.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring

0.5 unit

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

8 hour lecture

This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I

3.0 units

CSU

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III

3.0 units

CSU

Recommended Preparation ENGL105

or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS)

qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals

3.0 units

CSU

34 hour lecture/151 hours lab

This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths

3.0 units

CSU

17 hour lecture/102 hours lab

This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths

3.0 units

CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab

This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas metal arc

welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on

ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding **3.0 units**

CSU

153 hours lab (R)

This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)

2.0 unit

Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)

102 hours lab (R)

Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders

2.0 units

34 hours lecture

This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming

3.0 units

17 hours lecture

102 hours lab

This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)

3.0 units

Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38

17 hours lecture

102 hours lab

This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience

1.0-8.0 units/ CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and

enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing **0.0 unit**

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I **0.0 units**

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. This course provides review and practice in these areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student has demonstrated readiness for taking the high school equivalency tests in all five core curricular areas. This course has been approved for open entry/open exit. This course has been approved for online delivery.

BS 171 Basic Skills: Pre High School Equivalency Preparation II **0.0 units**

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills **0.0 unit**

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies **0.0 unit**

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults **0.0 unit**

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COMPUTER SCIENCE

CS 150-Technical Support Fundamentals **0.0 units**

30 hours lecture
This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of

topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

CS 151-The Bits and Bytes of Computer Networking

0.0 units
30 hours lecture

This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the **fundamentals of modern networking technologies and protocols** to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

CS 152 Operating Systems and You: Becoming a Power User

0.0 units
30 hours lecture

This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

CS 153-System Administration and IT Infrastructure Services

0.0 units
30 hours lecture

This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage

cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

CS 154-IT Security: Defense against the digital dark arts

0.0 units
30 hours lecture

This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series

0.0 unit

48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success. This course has been approved for online and hybrid delivery.

CG 155 - Study Strategies Lab

0.0 unit

90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom.

The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments. This course has been approved for online and hybrid delivery.

CG 158 - New Student Orientation

0.0 unit

15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures, counseling and registration. This course has been approved for online delivery.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I

0.0 unit

68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited

0.0 unit

24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A \$40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts

0.0 unit

68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects

using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at \$1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of \$4.50 per student for the 17 week semester. An additional fee of \$30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills

0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills

0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.

34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills

0.0 unit

68 hours lab (R)

This lab course is designed to provide

students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments. This course has been approved for online, hybrid and correspondence delivery.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation

0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)

This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations

0.0 unit

16 hours lab (1 week) (R)

This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 164 – Elementary Statistics Lab

0.0 units

Co-requisite: MATH 40 Elementary Statistics.

51 hours Lab

The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab

0.0 units

Co-requisite: MATH 7 Trigonometry.

51 hours Lab

This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

MATH 168 – College Algebra Lab

0.0 units

Co-requisite: MATH 8 Advanced Algebra.

51 hours Lab

This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

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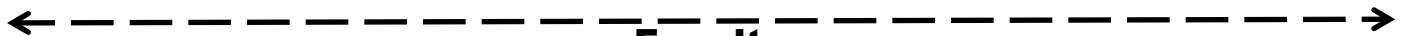
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Index

A

Academic Calendar.....	inside cover
Academic Freedom.....	14
Academic Policies.....	14
Academic Renewal Regulations.....	16
Academic Resource Center (ARC).....	22
Academic Progress, Probation & Dismissal.....	18
Access to Educational Records.....	22
Accreditation.....	5
Adding Classes.....	13
Administration of Justice Course Descriptions.....	89
Administration of Justice Program	
Degrees & Certificates.....	40
Administration Personnel.....	146
Admissions and Records.....	22
Admissions, Special Admit Students.....	8
Advanced Placement Examination credit for	
General Education Credit.....	17
Agriculture Program Degrees & Certificates.....	42
Agriculture Course Descriptions.....	91
Allied Health Program Degree.....	46
Alternate Time Petition.....	13
Anthropology Course Descriptions.....	94
Applying for Financial Aid.....	9
Art Course Descriptions.....	94
Art Program Degree & Certificate.....	47
Articulation Agreement.....	25
Associate Degree Requirements.....	37
Associated Student Body.....	18
Athletics.....	19
Attendance.....	12
Audit Policy.....	13
Auditing Refund.....	11
Automotive Technology, Course Descriptions Credit.....	97
Automotive Technology, Course Descriptions Non-Credit....	139
Automotive Technology Program	
Degree & Certificates.....	49
Aviation Course Description.....	99

B

BaseCamp.....	23
Basic Skills Course Description.....	139
Basic Skills, Unit Limitation.....	14
Behavioral Health.....	26
Biology Program Degree.....	52
Biology Course Descriptions.....	99
Board of Trustees.....	142
Bookstore.....	25
Business Program, Course Descriptions.....	100
Business Programs Degrees & Certificates.....	54

C

California Residents.....	9
---------------------------	---

California State University Transfer Curriculum (CSU).....	64
CalWORKs.....	23
Campus housing.....	26
Cancellation of Courses.....	13
Cooperative Agency Recourses for Education (CARE).....	24
Career Preparation.....	57
Careers Course Description (non-Credit).....	139
Career Pathways.....	33
Career Technical Education CTE/Transitions.....	26
Catalog Rights.....	5
Certificate of Accomplishment.....	30
Certificate of Achievement.....	30
Change of Records.....	14
Chemistry Course Descriptions.....	102
Child Development Course Descriptions.....	103
Child Development Program	
Degrees & Certificates.....	58
Choice of Catalog.....	5
Classification of Students.....	15
Classified Personnel.....	145
Class Schedule.....	5
College Level Examination Program (CLEP) Credit	
For General Education Credit.....	17
College Services.....	22
College Guiding Principles.....	4
College Terms.....	30
Computer Application Course Descriptions.....	105
Computer Office Technology Course Descriptions.....	106
Computer Science Course Descriptions.....	106
Conduct, Student.....	20
Confidential and Supervisory Personnel.....	144
Consumer Information.....	3
Co-requisites.....	16
Co-requisite Challenge.....	16
Cougar Café'.....	25
Counseling.....	10
Counseling & Guidance Course Descriptions (Credit).....	106
Counseling & Guidance Non-credit.....	140
Course Conflict/overlapping Courses.....	13
Course Descriptions.....	88
Course Enrollment Policies.....	13
Course Identification Numbering System (C-ID).....	37
Course Repetition.....	13
Credit by Examination.....	17

D

Definition of College Terms.....	30
Degree & Certificates.....	32
Developmental Studies Course Descriptions (Credit).....	106
Developmental Studies Course Descriptions (Non-credit)....	140
Disabled Student Programs and Services (DSPS).....	23
Disclaimer.....	3

Disclosure.....	20
Dismissal.....	18
Distance Education.....	88
Dropping Classes.....	13
Drug Free Campus.....	21

E

Economics, Course Descriptions.....	107
Economics Program Degree.....	55
Educational, Course Descriptions.....	107
EMT/EMR Course Descriptions.....	108
English Course Descriptions (Credit).....	108
English Degree.....	60
English Course Descriptions (Non-credit).....	141
English as a Second Language.....	141
Enrollment Process.....	7
Admissions.....	8
Financial Aid.....	9
Orientation.....	10
Counseling.....	10
Registration.....	10
After Enrollment.....	12
Estimated Cost of Attendance (COA).....	27
Ethnic Studies, Course Descriptions.....	109
Expression.....	20
Extended Opportunity Program and Services (EOP&S and CARE).....	23

F

Faculty.....	142
Faculty, Adjunct.....	147
Faculty Emeritus1.....	148
Family Education Rights and Privacy Act.....	22
Fees.....	11
Film Course Description.....	109
Final Examinations.....	15
Financial Aid and Scholarships.....	27
Fire Technology, Course Descriptions.....	110
Fire Technology Program Degree & Certificate.....	61
Fire Technology Non-credit.....	141
Food Service (Cougar Café).....	25
Foreign Students.....	8
Foster Youth Services.....	24

G

GED Preparation.....	57
General Education Requirements Non-Transfer.....	39
General Education Transfer Curriculum (CSU/IGETC).....	64
General Information.....	5
Geographic Information Systems.....	66
Geographic Information Systems Course Descriptions.....	117
Geography, Course Descriptions.....	116
Geology Course Descriptions.....	117
GPA (Grade Point Average).....	16
Grade Changes.....	21
Grade Disputes.....	21
Grade Reports.....	15

Grading.....	15
Graduation.....	36
Grants.....	29
Gunsmithing Course Descriptions.....	117
Gunsmithing Program, Enrollment.....	8
Gunsmithing Program Degrees & Certificates.....	67

H

Health, Course Descriptions.....	126
Health Fee.....	11
Health Occupations Certificates.....	71
Health Occupations Course Descriptions.....	126
High School Equivalency Preparation.....	57
High Tech Center.....	23
History Course Descriptions.....	132
History Degree.....	127
Honors.....	17
Housing.....	26
How to use the Catalog.....	5
Human Services, Course Descriptions.....	128
Humanities, Course Descriptions.....	128
Humanities Program Degree.....	74

I

Incomplete Grades.....	15
Industrial Technology Course Descriptions.....	129
Information, General.....	5
In Progress Grade.....	15
Instructional & Other Materials Fees.....	11
International Baccalaureate (IB) Credit for General Education Credit.....	17
International Students.....	8
Intersegmental General Education Transfer Curriculum (IGETC).....	65

K

Kinship Care.....	24
Kinesiology.....	79

L

Lassen Community College History.....	5
Lassen Community College Strategic Plan.....	2
Learning/Tutoring Center (now ARC).....	22
Library (now ARC).....	22

M

Mathematics Course Descriptions.....	129
Mathematics Non-credit.....	141
Medical Assisting.....	71
Message from the President.....	1
Military, Schools and Services.....	26
Mission Statement.....	4
Money Matters.....	10
Music Course Descriptions.....	135

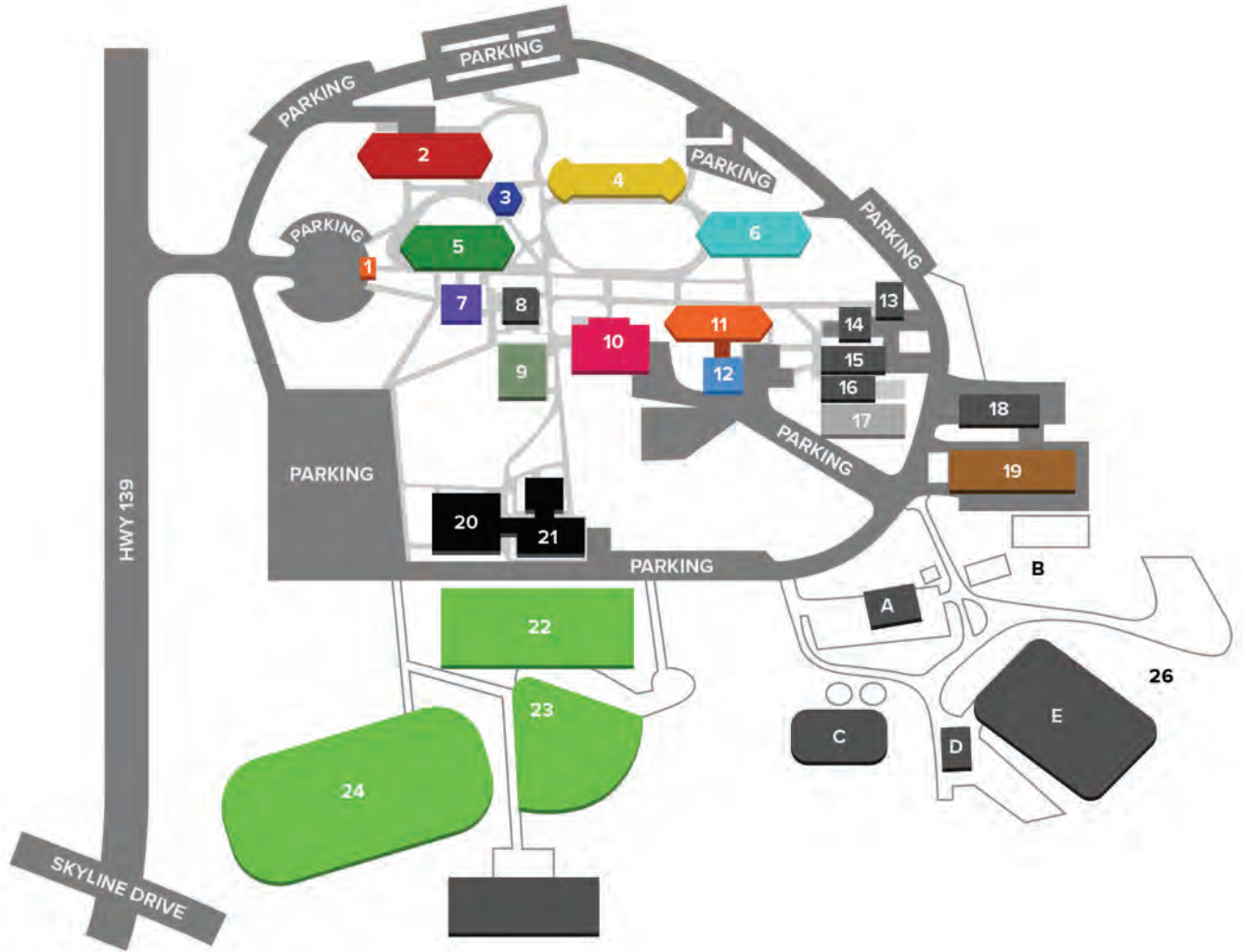
N

Natural Sciences Program Degrees.....	79
New Student Orientation.....	27
Non-Discrimination Policy.....	3
Non-Resident Fee Exemption.....	10

Non-Resident Tuition.....	10	Speech Course Descriptions	136
Non-Traditional Ways to Earn Credit.....	17	Student Activity Fee	12
Non-Traditional Learning.....	17	Student Discipline.....	20
Non Credit Course Descriptions.....	139	Student/Faculty Grade Disputes.....	16
Non Credit Certificate of Competency.....	38	Student Financial Aid Programs.....	27
Non Credit Certificate of Completion.....	38	Student Government (ASB).....	18
Nursing Degrees and Certificate.....	76	Student Grades, Records and Academic Policies	15
Nursing Course Descriptions.....	130	Student Learning Outcomes	
Nutrition and Dietetics Degree.....	78	Institutional	2
O			
Organizations.....	18	General Education for Associate Degree	39
Out of State Tuition.....	11	Program SLO's Within the Degrees and Certificates.....	38
P			
Pass/No Pass	16	Student Life and Activities.....	19
Philosophy and Criteria for Associate Degree and		Student Loans	29
General Education	4	Student Rights, Freedoms and Responsibilities.....	19
Philosophy Course Descriptions	132	Student Rules of Conduct	20
Physical Education Program Degrees	79	Student Success and Support Programs.....	6
Physical Education Course Descriptions.....	132	Student Union/Cougar Café'	25
Physical Education Activities Courses Descriptions.....	132	T	
Physical Science Course Description	132	Table of Contents.....	3
Physics, Course Description	134	Transcripts	11
Political Science Course Descriptions	134	Transfer Center	23
Prerequisites.....	16	Transfer Requirements	36
Prerequisite Challenge	16	Tutorial Service, ARC.....	22
Probation and Dismissal.....	18	Tutoring, Course Descriptions	136
Programs, Degrees and Certificates	32	U	
Psychology Course Descriptions.....	135	Unit of Work.....	18
Psychology Degree.....	82	Unit Limitations.....	18
Q			
Quick Guide to LCC		University Studies Transferable Degrees Emphasis in:	
Enrollment.....	7	Agriculture Sciences	42
R			
Recommended Preparation.....	16	Allied Health	46
Refunds.....	12	Humanities	74
Register.....	10	Natural Sciences.....	75
Reinstatement.....	18	Physical Education	79
Repetition of Courses	13	Social Sciences	83
Report Delayed.....	16	V	
Residency Information.....	9	Vaccinations/Immunizations.....	22
S			
Sexual Harassment Policy.....	22	Veteran's Services.....	27
Scholarships.....	29	Vision.....	4
Social Science Program Degrees	83	Vocational Nursing Course Descriptions.....	130
Sociology Course Descriptions.....	135	Vocational Nursing Program, Enrollment.....	8
Sociology Degree.....	85	W	
Smoking.....	21	Waiver or Substitution of Courses.....	14
Spanish Course Descriptions	136	Welding Technology Program	
Special Admit K-12 Students.....	8	Degree & Certificates.....	86
		Welding Technology Course Descriptions.....	136
		Withdrawal from College16	
		Work Experience Course Descriptions.....	138



Lassen Community College | Main Campus



- 1. Bus Stop
- 2. Creative Arts (CA)
- 3. Boardroom
- 4. Residence Hall
- 5. Humanities (HU)
- 6. Math/Science (MS)
- 7. Academic Services/ Administration
- 8. Student Quad
- 9. Business Office
- 10. Cougar Café
- 11. Admissions/ Student Services/ Voc Tech (VT)
- 12. Gunsmithing
- 13. Correspondence Office
- 14. Storage
- 15. "M" Building
- 16. Storage
- 17. Child Development Center (CDC)
- 18. Shipping & Receiving/ Maintenance
- 19. Trades (TR)
- 20. Sports Complex
- 21. Athletic Offices
- 22. Practice Soccer Field
- 23. Softball Field
- 24. Soccer Field/ Track
- 25. Storage/ Co Gen
- 26. Agriculture / Equine Complex



An Accredited Institution (ACCJC)

www.lassencollege.edu ❖ [www.facebook.com/LassenCommunity College](https://www.facebook.com/LassenCommunityCollege)
530.257.6181 ❖ PO Box 3000 ❖ 478-200 Hwy 139 ❖ Susanville, CA 96130

From: [Alison M Somerville](#)
To: [Susan Kelley](#)
Cc: [Lisa K Gardiner](#); [Chad Lewis](#)
Subject: Catalog
Date: Saturday, February 06, 2021 11:56:27 AM

Hi Sue,

The content of AP 4235 (previously titled Credit by Exam but is now titled Credit for Prior Learning) has been updated. I couldn't figure out how to email it to you from Board Docs but I have heard you have access. Do you mind pulling AP 4235 and making sure the content is included in the catalog for next year? This will provide us with evidence for ACCJC recommendation 4. Please let me know if you have any questions.

Thank you for your help.

Alison



Wednesday, February 24, 2021
Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Hi there,

Adam Runyan is inviting you to a scheduled Zoom meeting.

Topic: Academic Senate

Time: This is a recurring meeting

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>

Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 940 5661 8152

International numbers available: <https://cccconfer.zoom.us/j/94056618152>

Or Skype for Business (Lync):

SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	1.01 Roll Call
Meeting	Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category	1. Meeting Opening

Type Procedural, Action

Recommended Action Hi there,
 Adam Runyan is inviting you to a scheduled Zoom meeting.
 Topic: Academic Senate
 Time: This is a recurring meeting Meet anytime
 Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94056618152>
 Or iPhone one-tap (US Toll): +16699006833,94056618152# or
 +12532158782,94056618152#
 Or Telephone:
 Dial:
 +1 669 900 6833 (US Toll)
 +1 253 215 8782 (US Toll)
 +1 346 248 7799 (US Toll)
 +1 312 626 6799 (US Toll)
 +1 646 876 9923 (US Toll)
 +1 301 715 8592 (US Toll)
 Meeting ID: 940 5661 8152
 International numbers available: <https://cccconfer.zoom.us/j/94056618152>
 Or Skype for Business (Lync):
 SIP:94056618152@lync.zoom.us

Subject 1.02 Approval of Agenda

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 1. Meeting Opening

Type Procedural, Action

Recommended Action Recommend approval of agenda

Subject 1.03 Approval of Minutes 2/3/21

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

Subject 1.04 Approval of Minutes 2/10/21

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject 3.01 Fire Technology IPR

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
 Category 3. Action
 Type Action

Recommended Action Approve Fire Technology IPR

File Attachments
[2016-2020 Fire Technology IPR Final.pdf \(892 KB\)](#)

Subject 3.02 Nursing/Allied Health/EMT IPR

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
 Category 3. Action
 Type Action

Recommended Action Approve Nursing/Allied Health/EMT IPR

File Attachments
[LCC Nursing Allied Health EMT IPR 2020.pdf \(4,330 KB\)](#)

Subject 3.03 Transcript Evaluation Form

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 3. Action
Type Action

Recommended Action Approve Transcript Evaluation Form

File Attachments
[Transcript evaluation form.docx \(40 KB\)](#)

Subject 3.04 Committee Assignment

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
 Category 3. Action
 Type Action

Recommended Action Assign Jennifer Lawler to a committee for the rest of the 2020-2021 Academic Year.

4. Discussion

Subject 4.01 Physical Education IPR

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion

File Attachments
[2020 PE IPR.pdf \(652 KB\)](#)

Subject 4.02 Humanities IPR

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion

File Attachments
[2020 Humanities IPR.pdf \(1,648 KB\)](#)

Subject 4.03 AGR IPR

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion

File Attachments
[2020 AGR IPR.pdf \(1,484 KB\)](#)

Subject 4.04 Review Institutional Set Standards

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion
Review Institutional Set Standards

File Attachments
[EV3.1_ISS.pdf \(155 KB\)](#)
[EV3.2_Job.pdf \(127 KB\)](#)
[EV3.3_Exam.pdf \(113 KB\)](#)

Subject 4.05 Academic Renewal Policy

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion

Discuss best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed.

File Attachments
[Academic Renewal.pdf \(146 KB\)](#)

Subject 4.06 AP/BP Policy Review Schedule

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 4. Discussion
Type Discussion

File Attachments
[AP BP Policy Review Schedule.xlsx \(45 KB\)](#)

5. Information

Subject 5.01 CPL Webinar Series

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 5. Information
Type Information

File Attachments
[CPL BBL Series.docx \(88 KB\)](#)

Subject 5.02 Spring Plenary

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.
Category 5. Information
Type Information

The Academic Senate invites you to attend the virtual 2021 Spring Plenary Session on April 15-17, 2021 to be held on Pathable! The theme this spring is "Working Collectively: Transforming and Decolonizing Institutions." Join us this April to attend impactful breakout sessions, discuss statewide matters, vote on important Resolutions, and connect digitally with faculty across our system. Registration is open and prices go up March 15th!

Register today and find more information at the [2021 Spring Plenary - Virtual Event Website](#).

Early Registration: \$275 (March 15, 2021 before 5:00 pm)

6. Reports

Subject **6.01 Administration**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 7. Closed Session

Type Action

Recommended Action Approve equivalency for listed individual(s)

8. Meeting Closing

Subject **8.01 Adjournment**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 8. Meeting Closing

Type Action

Recommended Action Meeting adjournment

9. Future Agenda Items

Subject **9.01 Create new IPR Handbook/Template**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 9. Future Agenda Items

Type

Subject **9.02 Online Class Cameras-On Requirements**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 9. Future Agenda Items

Type Discussion

Multiple Community College stakeholders have asked the following question.
Whether it is permissible for California community college faculty to require students to keep their cameras on during live synchronous online instruction?

Subject **9.03 Diversity Pledge and Faculty Diversification**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 9. Future Agenda Items

Type

10. Future Meeting Dates

Subject **10.01 Meeting Dates**

Meeting Feb 24, 2021 - Academic Senate Meeting - Wednesday, February 24th at 3:00pm.

Category 10. Future Meeting Dates

Type Information

March 10, 2021

March 24, 2021

April 14, 2021

April 28, 2021

May 12, 2021

May 26, 2021

Academic Senate Meeting February 24, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Downing, Lin, Rupley, Runyan, Wisser

Guests: Carie Camacho, Lisa Gardiner, Roxanna Haynes, Randy Joslin, Sue Kelley, Chad Lewis, Anna Pasqua

1.02 Approval of Agenda

(Rupley/Downing MSCU)

1.03 Approval of the Minutes for the 2/3/2021 special meeting

(Rupley/Runyan MSCU)

1.04 Approval of the Minutes for the 2/10/21 meeting

(Rupley/Lin MSCU)

2. Public Comment

None

3. Action

3.01 Fire Technology IPR

Second review of IRP for approval. Suggested changes made and curriculum form updated. Motion to approve.

(Runyan/Rupley MSCU)

3.02 Nursing/Allied Health/EMT IPR

Second review of IRP for approval. Suggested changes made and curriculum form updated. Motion to approve.

(Lin/Wisser MSCU)

3.03 Transcript Evaluation Form

Prior process for transcripts being evaluated was informal, often handled via email. Through the accreditation process, it was identified we should have a formal form for the workflow/approval of other institution's transcripts.

Motion to approve.

(Rupley/Runyan MSCU)

3.04 Committee Assignments

Assign Jennifer Lawler, new Incarcerated Counselor Faculty member, to a committee for the rest of the 2020-2021 Academic Year. Lawler requested to be assigned Guided Pathways and Curriculum Committee. Motion to assign to Guided Pathways and encourage to attend Curriculum Committee without assignment. The Curriculum Committee membership for faculty is currently full.

(Downing/Lin MSCU)

4. Discussion

4.01 Physical Education IPR

First review. Senators Rupley and Lin are mentors for this IPR. It is planned to come back for approval next meeting.

4.02 Humanities IPR

First review. Senator Baker is mentor. She and President Runyan are reviewing. Will come back at next meeting for approval.

4.03 AGR IPR

First review. President Runyan has been in communication with Brian Wolfe for several months for updates and mentoring with this IPR. The IPR is planned to return for approval at the next meeting.

4.04 Review Institutional Set Standards

We received an accreditation finding that we had no process to periodically review some set standards. Those standards included Student Achievement, Job Placement in CTE, and Licensure Exams Pass Rates. Dr. Joslin presented the standards currently, requesting Senators review and update for approval at later meeting.

4.05 Academic Renewal Policy

Discuss best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Research indicated majority of other institutions adopted the 1 year policy. Item will come back for discussion/approval at a later meeting.

4.06 AP/BP Policy Review Schedule

A need for this schedule was born out of the accreditation process, finding we had no formal schedule for the review of Board and Academic Policies. It is suggested that a 6 years review schedule be adopted for the review of all policies. This would allow approximately one chapter of the policies to be reviewed each year. The review process is lengthy as the policies will need to be reviewed in the appropriate department first, then go through the shared governance process, with the Board of Trustees ratifying, as necessary. This review schedule will come back to a later senate meeting for approval.

5. Information

5.01 Credit for Prior Learning Webinar Series

Webinars offered in March for CPL. All are encouraged to attend some of these webinars to assist us with this process moving forward.

5.02 Spring Plenary

The Academic Senate invites you to attend the virtual 2021 Spring Plenary Session on April 15-17, 2021 to be held on Pathable! The theme this spring is "Working Collectively: Transforming and Decolonizing Institutions." Join us this April to attend impactful breakout sessions, discuss statewide matters, vote on important Resolutions, and connect digitally with

faculty across our system. Registration is open and prices go up March 15th!

Register today and find more information at the [2021 Spring Plenary - Virtual Event Website](#).
Early Registration: \$275 (March 15, 2021 before 5:00 pm)

6. Reports

6.01 Administration

None

6.02 Senators

None

6.03 LCFA

Faculty, check your email for updates. TA's have been sent to the District awaiting signatures. A lot of positive movement in this area.

6.04 Guided Pathways

A \$5,000.00 grant was received to hire more students.

7. Closed Session

Entered Closed Session – 4:11pm

Senators Present: Downing, Lin, Rupley, Runyan, Wisner

Guests: Lisa Gardiner

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

1 – Instructional Designer

Return from Closed Session – 4:20pm

Report action from Closed Session

Instructional Designer Candidate denied for equivalency.

8. Meeting Closing

8.01 Adjournment – 4:21 pm

(Downing/Wisner MSCU)

Respectfully Submitted,

T. Downing



Counseling Office

Lassen Community College

PO Box 3000 Susanville, CA 96130

Phone: (530) 251-8842 - Fax: (530) 251-8885 email: evaluator@lassencollege.edu

Transcript Evaluation Request

Instructions: Complete this form if you have completed coursework at any college AND you have submitted official transcripts for colleges previously attended to Lassen Community College. Once completed, submit this form to the Counseling Office, by fax, email, or mail – see above.

Step 1 – Student Information

Date Completed: _____

Last Name: _____ First Name: _____ Prior Last Name(s): _____

LCC Student ID #: _____ Phone #: _____ Email: _____

Mailing Address: Street: _____ City: _____ State: _____ Zip: _____

Step 2 – Transcript Information

You must submit all official transcripts to the Admissions and Records office. Requests will not be processed until all transcripts are submitted and received and this request form is complete. Please list colleges you attended below:

Transcript #1 from: _____ Transcript #3 from: _____

Transcript #2 from: _____ Transcript #4 from: _____

Advanced Placement Exam: _____ IB or CLEP: _____

** Foreign transcripts must be submitted to an independent evaluation agency for U.S. equivalencies and then submitted to our Admissions and Records Office.

*** You **DO NOT** need to have official transcripts evaluated to meet a prerequisite for a course you are trying to enroll in. Please contact the Counseling Office at (530)251-8842 for prerequisite questions.

Step 3 – Evaluation Information

LCC Associate Degrees and Certificates: Please check below and list major

- Associate Degree for Transfer Major: _____
- Associate Degree Major: _____
- Certificate Major: _____

LCC Vocational Nursing Program:

- Prerequisites
- Associate Degree General Education

Transfer Certifications:

- CSU GE
- IGETC

Upon completion of the Transcript Evaluation, an email will be sent to you. If you have any questions, please contact the Counseling Office at 530-251-8842 or evaluator@lassencollege.edu.

Transcript Evaluation Information

Evaluations are processed within 2 to 4 weeks, not including open registration or graduation periods. Students must have applied to Lassen College and have an LCC ID number to qualify for a transcript evaluation.

Official Transcripts from all regionally accredited colleges and/or universities must be on file before an evaluation will occur. It is the responsibility of the student to provide official transcripts, photocopies will not be accepted. AP exam results and IB or CLEP documentation is needed to be considered for credit.

Equivalencies are granted based on course description and content comparison. If Lassen Community College does not offer a comparable course, other resources are used to determine transferability. These additional resources are ASSIST- the official repository of articulation for California's colleges and universities, and TES/CollegeSource.

Transcript Evaluation FAQ's

1. Do I need to have my former transcripts evaluated?

If you are planning to complete a Certificate or Degree at Lassen Community College, you should have your transcripts evaluated. If you are not pursuing a certificate or degree, you do not need to submit transcripts for an evaluation.

2. What is required for a transcript to be evaluated?

All of the following:

- A sealed official transcript must be submitted, or electronically submitted from the college
- Submit a completed Transcript Evaluation Request form
- Must have applied to Lassen Community College and have an ID number
- Previously attended institutions must be regionally accredited in order to receive transfer credit

3. Where do I have my transcripts sent to?

Lassen Community College, Admissions and Records, PO Box 3000, Susanville, CA 96130

4. Where do I send my Transcript Evaluation Request form?

Mail to: Lassen Community College, Counseling Office, PO Box 3000, Susanville, CA 96130

Email to: evaluator@lassencollege.edu

Fax to: 530-251-8885



Lassen Community College

Incarcerated Student Orientation

Hi, and welcome to Lassen Community College. We're so glad that you're choosing to pursue higher education with us. This orientation is meant to help you understand the entire process as an incarcerated student. The more you understand, the more successful you will be. You may even want to get some paper and pencil and take some notes for later. Let's get started.

Assessment

Lassen College has undergone a few changes to benefit you, the student. One change is that we no longer require a placement test to determine your Math and English class. You, the student, now have the option to choose the Math and English course that best fits your needs, preparation and the degree you are working toward. Please refer to AB 705 letter for additional information. Please read the success considerations and the descriptions to determine which course is best for you. If you have any questions please contact us at Lassen College Correspondence Office, P.O. Box 3000 Susanville, CA 96130 or 530-251-8875.

Admission and Records

If you previously attended any other colleges, please request official transcripts to be sent to LCC prior to registration. It is important to note that official transcripts must be in a sealed envelope straight from your previous institution. This will ensure classes are not repeated and you receive an accurate educational plan. You may also be exempt from the Writing or Math placement if you have passed English or Math classes at another college or university. Be advised, DSPS/ EOPS/ and Veteran students receive priority registration.

Financial Aid

All students are required to pay enrollment fees at the time of registration unless you are a California resident and qualify for the California College Promise Grant CCPG (Formally known as the Board of Governors Fee Waiver, BOG). It is extremely important to be aware that in order to continue receiving the CCPG, students must complete at least 50% of units attempted with a "C" Grade Point Average or better. With this new rule, even withdrawing from a course would count against you. An appeal process will be available for students who have extenuating circumstances. Unfortunately, due to the limited eligibility for an incarcerated student, Federal Student Aid is not available. Lastly, you will also be responsible for purchasing or renting your textbooks. This can be done by having a family member or friend contact the LCC Bookstore. Unfortunately, the LCC Bookstore does not rent out books.



Counseling

We have a counselor here to assist you. The counselor are able to answer all questions you may have regarding your education plan, dropping or adding courses, petitioning to repeat a course, career exploration or transferring to a university. Be advised, some courses change due to availability. Be sure to complete all contents of the enrollment packet and return to the correspondence office at your earliest convenience. Please make sure to direct all communication through our correspondence office, and they will be able to direct it to the appropriate parties. We will do our best to answer you in a timely manner.

Degree and Program

We offer a comprehensive Associate of Arts Degree with an emphasis in Social Science. When you let us know that you are interested in our program, our correspondence office will send you a sample education plan. The degree requires at least 60 degree applicable units with a minimum GPA of 2.0 and a grade of “C” or better in each core course. Social Science courses emphasize the study of human social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

This may get a little confusing but let us try to break it down for you. Students are required to complete 6 core courses, 8 free elective courses with no more than 6 units from any one discipline. For example, you can’t count more than two history classes in the free elective section. Next, you will have to complete at least one natural science course, one social science course, one humanities course, English 1, Intermediate Algebra, and one health and activities course. Once you successfully complete all of these courses you will have your degree!

Academic Success

It is important to us that you are successful and we realize that in order to help with that goal, we need to give you some pertinent information. For example, what does a unit even mean? A unit or credit, we use them interchangeably, signifies time. One unit means one hour per week. So a three unit class means that you would have that class for three hours per week. It is recommended that you study a minimum of two hours per class unit. So, if you’re scheduled for six units, you can expect to study twelve hours per week.

Next, there are some important dates to remember such as when to register each semester, when to drop a course without a Withdraw of “W” showing up on your transcript, and the last day to



withdraw from a course. These important dates are included in your instruction packet for each course you register for.

Student Conduct

This seems to be an area that there are a lot of questions, so please pay attention.

Academic Dishonesty

Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college could be subject to discipline.

Academic Probation

A student who has attempted at least 12 units will be placed on probation if the student has earned 2.0 GPA (C average) or less. So that you better understand, an F=0.0 GPA, a D=1.0, C=2.0, B= 3.0 and an A=4.0. It is important to remember that your GPA significantly affect your CCPG, California College Promise Grant.

Progress Probation

A student who has enrolled in at least 12 units will be placed on progress probation when they are not passing at least half of their classes. Grades that they may see on their transcript showing that they are not passing may be “W”, “I”, “NP” or “F”.

Academic and Progress Dismissal

A student who is on academic probation will be subject to dismissal if the student earned a cumulative grade point average of less than 2.0 (C average) for three consecutive semesters. If this happens, students will have to petition the Dean of Student Services to be reinstated and will have to take one semester off, either fall, spring or summer.

Repeatability

Students may attempt any course up to two times. If unsuccessful after the second attempt, they must petition the dean of student services to retake the course. Examples of an unsuccessful attempt are receiving a “W”, “I”, “NP”, or “F”. For English and Math an unsuccessful attempt includes a D. If they are unsuccessful a third time, they cannot take the course at LCC. Petitions to repeat can be obtained by the correspondence office.

FERPA



All student record at LCC are kept in accordance with the provisions of the Family Education Rights and Privacy Act Of 1974. Students may request access to those records which personally identify them. Student consent is needed for the release of records covered by the act to outside parties. We will not disclose your information unless we have a signed consent form. Release of information forms can be obtained by the correspondence office.

Petitioning to Graduate

Once you are close to graduation, we require you to fill out a petition to graduate. We recommend completing the petition at least 6 months before you complete the degree. Please understand that once you graduate, the process of receiving your diploma will take time. The petition to graduate can be obtained by the correspondence office. Please review the catalog to check for academic calendar, description of programs, support services, financial aid and other pertinent information which could assist you throughout your academic enrollment.

Conclusion

Once again, welcome to LCC, we thank you for choosing to study with us. We hope this orientation was beneficial for you. Remember, if you have any questions or concerns; please direct all communication through our correspondence department. We wish you all the best in your academic endeavors!





Lassen Community College Counseling Office

Incarcerated Student Orientation

Hi, and welcome to Lassen Community College. We're so glad that you're choosing to pursue higher education with us. This orientation is meant to help you understand the entire process as an incarcerated student. The more you understand, the more successful you will be. You may even want to get some paper and a pencil and take some notes for later. Let's get started.

Assessment

If this is your first time attending LCC, you must take the assessment test in reading, writing, and math before you register for any classes. This test allows placement into the appropriate classes. The test takes approximately three hours to complete. It will be up to you to locate a proctor at your facility that will administer the placement test. A placement test along with the registration materials will be mailed to the proctor, after the proctor contacts the Correspondence office.

Admissions and Records

If you previously attended any other colleges, please request official transcripts to be sent to LCC prior to registration. It is important to note that official transcripts must be in a sealed envelope straight from your previous institution. This will ensure classes are not repeated and you receive an accurate educational plan. You may also be exempt from taking the Writing or Math portion of the assessment test if you have passed English or math classes at another college or university.

Financial Aid

All students are required to pay enrollment fees at the time of registration unless you are a California resident and qualify for the California Board of Governors Fee Waiver. It is extremely important to be aware that in order to continue receiving the BOG, students must complete at least 50% of units attempted with a C Grade Point Average or better. With this new rule, even withdrawing from a course will count against you. An appeal process will be available for students who have extenuating circumstances. Unfortunately, due to the limited eligibility for an incarcerated student, Federal Student Aid is not available. Lastly, you will also be responsible for purchasing or renting your textbooks. This can be done by having a family member or friend contact the LCC Bookstore. Unfortunately, the LCC Bookstore does not rent out books.

Counseling

We have a counseling team here to assist you. Counselors are able to answer all questions you may have regarding your assessment results, education plan, dropping or adding courses, petitioning to repeat a course, or transferring to a university. Please make sure to direct all communication through

A student who has enrolled in at least 12 units will be placed on progress probation when they are not passing at least half of their classes. Grades that they may see on their transcript showing that they are not passing may be "W", "I", "NP" or "F".

Academic & Progress Dismissal

A student who is on academic probation will be subject to dismissal if the student earned a cumulative grade point average of less than 2.0 (C average) for three consecutive semesters. If this happens, students will have to petition the Dean of Student Services to be reinstated and will have to take one semester off, either fall or spring.

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our correspondence office, and they will be able to direct it to the appropriate parties. We will do our best to answer you in a timely manner.

Degree and Program

We offer a comprehensive Associate of Arts Degree with an emphasis in Social Science through our correspondence program. When you let us know that you are interested in our program, our correspondence office will send you a sample education plan. The degree requires at least 60 degree applicable units with a minimum GPA of 2.0 and a grade of C or better in each core course. Social Science courses emphasize the study of human social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

This may get a little confusing, but let me try to break it down for you. Students are required to complete 6 core courses, 8 free elective courses with no more than 6 units from any one discipline. For example, you can't count more than two history classes in the free elective section. Next, you will have to complete at least one natural science course, one social science course, one humanities course, English 1, Intermediate Algebra, and one health and activities course. Once you successfully complete all of these classes you will have your degree!

Academic Success

It is important to us that you are successful and we realize that in order to help with that goal, we need to give you some pertinent information. For example, what does a unit even mean? A unit or credit, we use them interchangeably, signifies time. One unit means one hour per week. So a three unit class means that you would have that class for three hours per week. It is recommended that you study a minimum of two hours per class unit. So, if you're scheduled for six units, you can expect to study twelve hours per week.

Next, there are some important dates to remember such as when to register each semester, when to drop a course without a Withdraw or "W" showing up on your transcript, and the last day to withdraw from a course. These important dates are included in your instruction packet for each course you register for.

Student Conduct

This seems to be an area that there are a lot of questions, so please pay attention.

Academic Dishonesty

Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college could be subject to discipline.

Academic Probation

A student who has attempted at least 12 units will be placed on probation if the student has earned 2.0 GPA (C average) or less. So that you better understand, an F=0.0 GPA, a D=1.0, C=2.0, B=3.0, and an A=4.0. It is important to remember that your GPA may significantly affect your financial aid.

Progress Probation

A student who has enrolled in at least 12 units will be placed on progress probation when they are not passing at least half of their classes. Grades that they may see on their transcript showing that they are not passing may be "W", "I", "NP" or "F".

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COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling

Academic Counseling

LIMITED IN-PERSON OFFICE HOURS AVAILABLE MON, WED & THURS - 9am to 4pm

Counselors are available in-person in the Welcome Center to assist students with class selection and registration - Mon, Wed, Thurs 9am to 4pm. They are also available via phone calls and emails. Current students can email their counselor directly. If you don't know your counselor's email or who your counselor is, please email: lccounseling@lassencollege.edu or call (530) 251-8842. Brand new or returning students should complete the New Student steps first (see info below). Email lccounseling@lassencollege.edu when completed or if you have questions or need help.

Welcome to the Lassen College Counseling Office! Our academic counselors are available to assist students with course selection, evaluating transcripts, developing vocational and educational plans, and identifying and solving problems which may interfere with academic progress.

COUNSELING SERVICES

- Assistance with choosing a major

- Help with course selection - adding and dropping classes
- Creating an Education Plan
- Assistance with accessing academic support services

OFFICE HOURS - We are currently meeting students in the Welcome Center - Mon, Wed, Thurs 9am to 4pm.

Counselors are available for **walk-in** visits **8:00am - 4:00pm** Mon - Fri. Comprehensive Education Plans require an appointment. The Counseling Office is located in the Student Services Building.


NEW STUDENTS

All the information on how to become a student is on our NEW STUDENTS (/new-students/Pages/default.aspx) page. When meeting with a counselor, please bring any transcripts or testing scores you have, so course placement can be determined.

Bring to Counseling:

- High school transcripts and/or transcripts from any other college you have attended (unofficial is okay)
- SAT, ACT, AP, CLEP or EAP test scores

STUDENTS TRANSFERRING FROM ANOTHER COLLEGE

In order to have your coursework from another college evaluated, please have OFFICIAL transcripts sent to: Lassen College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130. Then complete and return the Transcript Evaluation Request.  Transcript Eval Request form.pdf (/student-services/counseling/Documents/Transcript%20Eval%20Request%20form.pdf)

DEGREES AND CERTIFICATES OFFERED AT LASSEN

Choosing a degree or certificate can be difficult. Take a Career, Interest and Skills survey at the **Career & Transfer Center**. This survey can help you determine the right career or major for you. Bring the results when you meet with your counselor. This list of our DEGREES & CERTIFICATES (/student-services/counseling/Documents/DEGREES%20offered%20at%20LCC.pdf) will get you started. You can also pick up curriculum guides for every degree/certificate we offer from the racks outside the Counseling Office.

CURRENT STUDENTS

It's best to meet with your counselor at least once every semester, and more often if you are having academic or personal concerns. Be sure to make an appointment for a comprehensive Education Plan during your 2nd semester.

More Information and FREQUENTLY ASKED QUESTIONS (</student-services/counseling/Pages/Counseling-Office-FAQ.aspx>)

EDUCATION PLANS

- An Education Plan is a semester by semester guide to ensure you are taking all the classes you need to complete your degree or certificate.
- An Ed Plan prevents you from taking classes you don't need - saving you time and money.
- A comprehensive Ed Plan should be completed by your second semester at Lassen College.
- Appointments for Ed Plans are made in Sept/Oct (Fall Semester) and Feb/March (Spring Semester)

Related Links/Forms

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>) - Transferring to 4-year schools

Graduation (</student-services/counseling/Pages/Graduation.aspx>) - Getting your diploma

List of Degrees (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

CTE-2+2 forms (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

Credit for Prior Learning (</student-services/counseling/Documents/Credit%20for%20Prior%20Learning.pdf>)

Petition to Graduate (</student-services/counseling/Documents/Petition%20to%20Graduate.pdf>)

Release of Information (</student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf>)

Transcript Evaluation Request (</current-students/Documents/Transcript%20Eval%20Request%20form.pdf>)

Contact Information

Office Phone: 530.251.8842

FAX: 530.251.8885

Email: lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu)

APPLY NOW
(/PAGES/CCCAPPLY.ASPX)

ORDER TRANSCRIPTS
([HTTPS://SECURE.STUDENTCLEARINGHOUSE.ORG/TSORDER/SCHOOLWELCOME?FICCODE=00121700](https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficcode=00121700))

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSENOCOLLEGE.EDU/WEBADVISOR/WEBADVISOR?TYPE=P&PID=STWESTS12A](https://webadvisor.lassencollege.edu/webadvisor/webadvisor?type=P&PID=STWESTS12A))

Admissions (/student-services/admissions/Pages/default.aspx)

Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

International Students (/student-services/admissions/Pages/International-Students.aspx)

Veterans (/student-services/admissions/veterans/Pages/default.aspx)

Basecamp (/student-services/basecamp/Pages/default.aspx)

CalFresh Outreach (/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

CalWORKs (/student-services/basecamp/CalWorks/Pages/default.aspx)

CARE (/student-services/basecamp/care/Pages/default.aspx)

DSP&S (/student-services/basecamp/dsps/Pages/default.aspx)

EOP&S (/student-services/basecamp/eops/Pages/default.aspx)

Foster Youth (/student-services/basecamp/foster-youth/Pages/default.aspx)

Kinship (/student-services/basecamp/kinship/Pages/default.aspx)

TRIO TRACS (/student-services/basecamp/trio-tracs/Pages/default.aspx)

Counseling (/student-services/counseling/Pages/default.aspx)

Career & Transfer Center (</student-services/counseling/career-and-transfer-center/Pages/default.aspx>)

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>)

Graduation (</student-services/counseling/Pages/Graduation.aspx>)

Financial Aid (</student-services/financial-aid/Pages/default.aspx>)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (</student-services/financial-aid/institutional-aid-programs/Pages/default.aspx>)

State Aid Programs (</student-services/financial-aid/state-aid-programs/Pages/default.aspx>)

Can't find what you're looking for?

[or browse our A-Z site index \(/a-z\).](#)

 (<https://www.facebook.com/LassenCommunityCollege>)

 (https://twitter.com/Lassen_College)



(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

Lassen Community College
478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Credit for Prior Learning
Code	AP 4235
Status	Active
Adopted	February 17, 2011
Last Revised	May 6, 2021
Last Reviewed	June 7, 2021

Lassen Community College District Procedure

CCLC No. 4235

Academic Affairs

AP 4235 CREDIT FOR PRIOR LEARNING

Reference:

Education Code Section; 66025.71, 70500

Title 5 Sections 55050 (Links to an external site) and 55052 (Links to an external site)

ACCJC Accreditation Standard II.A.10

Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved methods for awarding credit listed below:

- Credit from regionally accredited post-secondary institution
- Achievement of a satisfactory score on an Advanced Placement (AP) examination
- Achievement of a satisfactory score on an International Baccalaureate (IB) examination.
- Achievement of a satisfactory score on the College Level Examination Program (CLEP)
- Evaluation of Joint Service Transcripts (JST)
- Industry Recognized Credentials Assessment
- Student – Created Portfolio Assessment
- Evaluation of Foreign Coursework
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

- Internal Examination 2+2 CTE Transitions approved coursework

Determination of Eligibility for Credit for Prior Learning

- The student must be in good standing in the district
- The student must not be currently enrolled in the course
- The student must have previously earned credit or noncredit from the district or be currently registered in the district
- The course is listed in the current college catalog

Credits deemed as Credit for Prior Learning are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits. Credits for Prior Learning shall not be counted in determining the 12 semester hours of credit in residence required for an associate's degree.

Credit from a regionally accredited post-secondary institution

- Lassen College recognizes college credit earned at any institution of higher education which is accredited by one of the regional accrediting associations of schools and colleges recognized by the US Department of Education and/or the Council for Higher Education Accreditation.
- An official transcript is required to use coursework for certificates or degrees

Students should contact their previous college and request that official transcripts be sent to LCC Admissions & Records Office. Transcripts may be submitted electronically directly from the other college, or mailed to Lassen Community College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130.

- We strongly recommend completing this process prior to registering or with in the first term of enrollment to reduce duplication of coursework a request for coursework to be evaluated can be made by contacting the counseling office.
- Transfer coursework can be used to meet core course, general education, pre-requisite or co-requisites
- Quarter units will be converted to semester or semester to quarter, to benefits the students.

Advanced Placement Credit

- With a score of 3 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies.

International Baccalaureate (IB) Credit

- With a score of 5 or higher, credit can be granted to meet general education, graduation requirements, and/or advance placement in LCC's sequence of courses. Students should have test scores sent to the Counseling office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies.

College Level Examination Program (CLEP) Credit

- LCC may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained (minimum score of 50). Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. UC do not award credit for CLEP.

Military Service Schools/Formal Military Service Schools

- College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to Evaluation of Educational Experience in the Armed Services", published by the American Council on Education (ACE). LCC will grant college credit if the person has served at least six months in active service. Active duty personnel should submit a copy of DD295 (Veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.
- The District will award three (3) units towards General Education (Associate Degree Cat. 5 or CSU Cat. E), with proof of a student's official completion of Basic Training provided through the United States Armed Forces on a DD-2586, or equivalent, for Service Members not currently discharged, or a DD-214 for Veterans.

Industry Recognized Credentials Assessment

- Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department chair or faculty designee:
 - The student shall complete the Credit for Prior Learning Assessment Petition available in the Counseling or the Admissions and Records office.
 - Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee.
- If an industry recognized credential has not yet been evaluated and approved by the appropriate faculty:
 - The student meets with the department chair or faculty designee to receive further instructions for industry recognized credential(s) assessment.
 - The student submits all industry recognized credential documents to the department chair or faculty designee for assessment of prior learning
 - If the department chair or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Admissions and Records Office to be recorded on the student transcript.

Student-Created Portfolio Assessment

- Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:
 - A department-approved portfolio assessment rubric for the course is on file with the Division Dean

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Admissions and Records Office.
- The student meets with the department chair or faculty designee to receive further instructions for student-created portfolio assessment.
- The student submits all portfolio documents to the department chair or faculty designee for assessment of prior learning.
- If the department chair or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Admissions and Records Office to be recorded on the student transcript.
- The student may enroll in a Portfolio Development course when requesting portfolio assessment for the first time.

Evaluation of Foreign Coursework

- Per AP 5012, Students who have satisfactorily completed courses from a foreign nation's appropriately accredited university may be able to apply the course credits toward an Associate degree at Lassen Community College.
- National Association of Credential Evaluation Services (NACES), evaluations must include if upper or lower division, how many semester unit the course is equivalent to, and letter grades
- No Foreign Course work can be used for core classes, CSU GE Breath or IGETC pattern, except for Language Other than English, can be used for meeting pre-requisites, LCC terminal degrees or certificates

Credit by Exam

- In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place or some other process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination. It is important to be aware that state and federal financial aid does not cover the fees of Credit by Exam. Cost is 1/3 the price of tuition. The CIO/CSSO or designee can waive the fee with proof of financial hardship.

How to Petition:

For any questions relating to the college's policy on credit by examination, see the Director of Enrollment Services. Students wishing to petition shall observe the following steps:

1. The student obtains the Credit by Exam form from the Admissions & Records Office.
2. The student is to complete the Credit by Exam form and submit it to the Director of Enrollment Services so that eligibility may be determined.
3. The student obtains counselor approval (academic review).
4. The student meets with the full-time instructor that will be the instructor of record of the course for which credit is sought. The instructor will determine whether credit by exam is an appropriate option for the course and will appraise the student's background for such an examination.

5. If the instructor agrees to allow credit by exam for the course being challenged, the instructor will sign the petition for those students having adequate background and will then arrange with the student a time, date and place for taking the examination. The instructor will decide the nature of the test (i.e. standardized, instructor's own test, or other option).
6. The student obtains final approval from Academic Services.

Recording of Results:

At the end of the semester the instructor will receive a grade report for the credit-by-exam course offered. The student's academic records shall be clearly annotated to reflect that credit was earned by examination. Grading shall be according to the regular grading system approved by the governing board pursuant to Title 5, Section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The student's academic records will also reflect unsuccessful credit by exam attempts with the grade D, F, or NP.

Credit by Exam – Internal Examinations: 2+2 Transitions Procedures

After completing an articulated 2+2 class with a grade of "B" or better, a high school student can qualify for college credit at Lassen Community College in the articulated course(s) by following these requirements at the college level:

- The student obtains and completes the Lassen College 2+2 forms from the Admissions & Records Office at Lassen Community College or their high school counselor.
- The student attaches a copy of the high school transcript to the Lassen College 2+2 form. The student must have earned a grade of "B" or better in the articulated 2+2 course.
- The student will submit the completed 2+2 form and high school transcripts to the counselor for signature.
- The student will submit the fully completed Lassen College 2+2 form to the Admissions & Records Office. The Admissions & Records Office will then apply the high school grade earned in the 2+2 articulated course to the student's permanent record.
- Credit will be identified on the students' transcript as "Credit by Exam."

Lassen Community College credit is only available up to five years after graduation. "Credit by Exam" is granted based on articulated course content and final exam or alternate assessments.

Approved by Senate on 11/2/10
 Updated and Approved by Senate 05/21/13
 Approved by Consultation Council 08/29/13
 Revised and approved by Academic Senate 5/19/15
 Revised and approved by Academic Senate 12/8/15
 Approved by Consultation Council 12/17/15
 Approved by Consultation Council 6/7/2016
 Reviewed and Approved by Academic Senate 05/14/2019
 Approved by Consultation Council 06/10/2019
 Academic Senate Approved 12/09/20
 Consultation Council Approved 01/25/21
 Academic Senate Approved 05/06/21
 Consultation Council Approved 06/07/21



Counseling Office

Lassen Community College

PO Box 3000 Susanville, CA 96130

Phone: (530) 251-8842 - Fax: (530) 251-8885 email: evaluator@lassencollege.edu

Transcript Evaluation Request

Instructions: Complete this form if you have completed coursework at any college AND you have submitted official transcripts for colleges previously attended to Lassen Community College. Once completed, submit this form to the Counseling Office, by fax, email, or mail – see above.

Step 1 – Student Information

Date Completed: _____

Last Name: _____ First Name: _____ Prior Last Name(s): _____

LCC Student ID #: _____ Phone #: _____ Email: _____

Mailing Address: Street: _____ City: _____ State: _____ Zip: _____

Step 2 – Transcript Information

You must submit all official transcripts to the Admissions and Records office. Requests will not be processed until all transcripts are submitted and received and this request form is complete. Please list colleges you attended below:

Transcript #1 from: _____ Transcript #3 from: _____

Transcript #2 from: _____ Transcript #4 from: _____

Advanced Placement Exam: _____ IB or CLEP: _____

** Foreign transcripts must be submitted to an independent evaluation agency for U.S. equivalencies and then submitted to our Admissions and Records Office.

*** You **DO NOT** need to have official transcripts evaluated to meet a prerequisite for a course you are trying to enroll in. Please contact the Counseling Office at (530)251-8842 for prerequisite questions.

Step 3 – Evaluation Information

LCC Associate Degrees and Certificates: Please check below and list major

- Associate Degree for Transfer Major: _____
- Associate Degree Major: _____
- Certificate Major: _____

LCC Vocational Nursing Program:

- Prerequisites
- Associate Degree General Education

Transfer Certifications:

- CSU GE
- IGETC

Upon completion of the Transcript Evaluation, an email will be sent to you. If you have any questions, please contact the Counseling Office at 530-251-8842 or evaluator@lassencollege.edu.

Transcript Evaluation Information

Evaluations are processed within 2 to 4 weeks, not including open registration or graduation periods. Students must have applied to Lassen College and have an LCC ID number to qualify for a transcript evaluation.

Official Transcripts from all regionally accredited colleges and/or universities must be on file before an evaluation will occur. It is the responsibility of the student to provide official transcripts, photocopies will not be accepted. AP exam results and IB or CLEP documentation is needed to be considered for credit.

Equivalencies are granted based on course description and content comparison. If Lassen Community College does not offer a comparable course, other resources are used to determine transferability. These additional resources are ASSIST- the official repository of articulation for California's colleges and universities, and TES/CollegeSource.

Transcript Evaluation FAQ's

1. Do I need to have my former transcripts evaluated?

If you are planning to complete a Certificate or Degree at Lassen Community College, you should have your transcripts evaluated. If you are not pursuing a certificate or degree, you do not need to submit transcripts for an evaluation.

2. What is required for a transcript to be evaluated?

All of the following:

- A sealed official transcript must be submitted, or electronically submitted from the college
- Submit a completed Transcript Evaluation Request form
- Must have applied to Lassen Community College and have an ID number
- Previously attended institutions must be regionally accredited in order to receive transfer credit

3. Where do I have my transcripts sent to?

Lassen Community College, Admissions and Records, PO Box 3000, Susanville, CA 96130

4. Where do I send my Transcript Evaluation Request form?

Mail to: Lassen Community College, Counseling Office, PO Box 3000, Susanville, CA 96130

Email to: evaluator@lassencollege.edu

Fax to: 530-251-8885



LCC

LASSEN COMMUNITY COLLEGE



2021-2022 CATALOG

LASSEN COLLEGE ACADEMIC CALENDAR

2021-2022

June 2021			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

SUMMER SESSION (2021)

First 4 Weeks (6/7 - 7/2)

Second 4 Weeks (7/6 - 7/30)

8 Week (6/7 - 7/30)

FALL SEMESTER BEGINS

8/11

★ CLASSES START

8/16

SPRING SEMESTER BEGINS

1/13

★ CLASSES START

1/18

NO CLASSES- CAMPUS OPEN

8/2-8/10, 12/17-12/23

1/4-1/12, 5/31-6/3

PROFESSIONAL DEVELOPMENT

"FLEX" - NO CLASSES

8/11, 8/12, 8/13

1/13, 1/14, 2/17, 3/16

CONVOCATION - NO CLASSES

9/1, 2/1

CAMPUS CLOSED (CSEA "Holidays")

11/26, 12/27-12/30, 4/15

SPRING BREAK

4-11-4/14

HOLIDAYS

7/5, 9/6, 11/11, 11/25, 12/24, 12/31

1/3, 1/17, 2/18, 2/21, 5/30

FINALS WEEK

COMMENCEMENT (5/27)

SUMMER SESSION (2022)

First 4 Weeks (6/6-7/1)

Second 4 Weeks (7/5-7/29)

8 Week (6/6-7/29)

TEACHING DAYS

FALL (84 days)

SPRING (84 days)

CONVOCATION (2 days)

FLEX DAYS (7 days)

TOTAL

177

Jan. 2022							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

Feb. 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28					

March 2022			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

April 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

May 2022	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

June 2022				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

July 2022						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						



Message from the Superintendent/President

Welcome to Lassen Community College!

We are glad you are here and can assure you that you will never regret the decision to pursue an educational goal. As your partner on this journey ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed. Between our faculty, staff, and administrative teams you will find a wealth of support. Do not fail to ask for help. If you reach out, someone will assist you. It is an aspect of what we do that we take great pride in as an institution.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy the experience—it will be one of the most important of your life.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD, President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencollege.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.



Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a Catalyst for the region's image, economy, and human capital, and an example of a "we can" culture of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - A trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The Civic and Social Leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Students needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/ Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication



Table of Contents

Academic Calendar.....	Inside Front Cover
General Information.....	5
Enrollment Process/Admissions and Registration	7
Academic Policies, Student Grades, and Records.....	12
Student Rights, Freedoms and Responsibilities.....	18
College Services	22
Financial Aid and Scholarships.....	27
Definition of College Terms.....	30
Program/Degrees and Certificates	32
Career Pathways.....	33
High School Equivalency Preparation.....	57
Course Descriptions.....	88
Noncredit Course Descriptions	139
Administration, Board of Trustees, Faculty and Staff.....	142
Index.....	149

NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: <http://www.boarddocs.com/ca/lccca/board.nsf/public>.

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: www.lassencollege.edu.

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access
- A trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social leader in the community

Mission Statement

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education AP 4025

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accic.org.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.

For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include: major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements:** All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements:** A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lassencollege.edu. The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called “Matriculation” assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.



Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, *then* sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, Username and temporary password**. Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid*) at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school, college, and/or military transcripts for LCC Counselor

Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling.

CSU Advanced Placement chart at: <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

IGETC Advanced Placement chart at: <https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

CLEP chart at: https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations*

International Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

STEP 8 – Evaluation of other college course work

Please complete the Transcript Evaluation Request form here is the link: <http://www.lassencollege.edu/get-started/Documents/Transcript%20Evaluation%20Request.pdf>

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
 - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
 - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success “BOOTCAMP” Student Orientation**-August 2nd - 13th, 2021
- **Get your Books at** <http://bookstore.lassencollege.edu>

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 – lcccareertransfer@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at www.lassencollege.edu select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Military Transcripts- Military transcripts can be evaluated by providing an official copy to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130.

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the **International Application for Admission** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to www.lassencollege.edu Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: <http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx>

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 81of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
 - a. not be claimed on parent or guardian's income tax return for the school year;
 - b. not receive more than \$750 in support from parents or guardians in any one year;
 - c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the CSSO with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the CSSO shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic

Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional \$1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: www.lassencollege.edu, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more\$46 per unit
0.5 units\$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee \$316 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee\$92 per unit
0.5 units, including Enrollment Fee\$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption—AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
 - Graduation or attainment of a high school equivalency from a California high school.
- Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate’s degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235 Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... \$5.00
 Full time students - 12 or more units..... \$7.50

Summer Session

Part time students – 0 to 5.5 units..... \$3.50
 Full time students – 6 or more units..... \$5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional \$3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- \$5 per Official Transcript request – please allow five (5) business days.
- \$10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- \$15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - www.lassencollege.edu.

Student Representation Fee

This is an optional fee of \$1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to <http://bookstore.lassencollege.edu> to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

- 1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
- 2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
- 3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of

notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

The last day to add or drop a course is advertised as Important Dates every term in your portal and on our website.

Adding Courses - There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is \$15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetition opportunities for the course and have met all prerequisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 10 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
 - a. Satisfactory grade as indicated by a grade of A, B, or C.
 - b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).

or

 - c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
 - 1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,
 - 2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)
 - d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.
2. **Student Repetition– Unsatisfactory Grade Received**

- a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
 - b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.
3. **Exceptions that permit additional enrollments:**
- a. A satisfactory grade may or may not have been recorded; and
 - b. Required for legally mandated training; or
 - c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
 - d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure. Documentation is required from agency to repeat course or
 - e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
 - f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
- a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
 - b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
 - c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
 - d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at www.lassencollege.edu or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and

promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student’s grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student’s work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student’s transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an “I” symbol being entered in a student’s record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I”, the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the “I” grade. This record must be given to the student with a copy on file with the registrar until the “I” is made or the time limit has passed.

IP - In Progress Grade – The “IP” symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an “IP” at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student’s permanent record

of the course.

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

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student.** This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is

not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit (Credit for Prior Learning AP4235)

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235. The California State University (CSU) and University of California (UC) campuses award Advanced Placement credit to general education. Please see the appropriate links <https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx>

<https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf>

Each CSU and UC campus determines how they use AP credit in the major. Please see chart as to how Lassen College awards AP credit to meet general education credit.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor. The California State Universities requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system issues CLEP credit for general education yet each campus determines how it will apply external examinations toward credit in the major. Please click on CSU link to see how they award CLEP credit, <https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx#:~:text=The%20CSU%20requires%20a%20passing%20score%20of%20at,apply%20external%20examinations%20toward%20credit%20in%20the%20major> Please see chart on how Lassen College awards general education credit.

Please meet with your counselor if you have any questions.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).

Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).

Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation:** A student who has attempted at least 12 semester units at Lassen College as shown by the official academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.
2. **Progress Probation:** A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of "W", "I" and "NP" are recorded reaches or exceeds fifty percent from Lassen College units.
3. **Removal of Academic Probation:** A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation:** A student on progress probation because of an excess of units for which entries of "W", "I" and "NP" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal:** A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal:** A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of "W", "I" and "NP" are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal:** Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters' absence upon petition to the Vice President of Student Services and approval.

Unit of Work

College work is measured in terms of the "semester unit". A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under "Course Descriptions".

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

The Associated Student Body (ASB) is the representative body of Lassen Community College students. All currently enrolled Lassen Community College students who have purchased a current ASB card shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant's discounts.

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA). Eligibility Criteria:

1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.

Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through various student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email tupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure** - Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College authorizes the establishment of procedures through which students can resolve issues concerning potential violations of their rights related to alleged misinterpretation, misapplication, or violation of specific district policies. These procedures are outlined in the following Board Policies: AP 4236 and AP 5530.

Any student who has a grievance related to college instruction or student services (other than an alleged criminal or discriminatory violation) should make a reasonable effort to resolve the matter on an informal basis prior to submitting a formal "statement of grievance". If not resolved at this level, students have the option of writing and sending a complaint via an online grievance portal. A link to this portal is available on the LCC main webpage. Complaints or grievances that are academic in nature, as well as alleged violations related to financial aid, student accounts, illegal discrimination, and/or Title IX (sexual misconduct, sexual harassment, etc.)

may be documented and submitted via the online portal. Once a complaint is submitted, it will first be retrieved and reviewed by the Office of Human Resources and will be dealt with by HR or sent to the appropriate area administrator to address the issue.

Students will be contacted within ten days of a submitted complaint, and will be given further directions as needed. Usually it will be required to meet with the appropriate educational administrator to discuss resolution of the grievance. After a discussion and/or written correspondence with the appropriate administrator, an attempt will be made to resolve the grievance, and the administrator will render a decision and notify the student no later than ten school days later.

If a student is not satisfied with the decision rendered, they may appeal within ten school days to have their case reviewed by the Grievance/Appeals Committee. The student has a right to appear before the committee at some point during its deliberations to present relevant witnesses or information concerning their grievance. The committee shall render a decision within ten school days of its meeting, and the decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 21USC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at <http://lassencollege.libguides.com> or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency

- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.



BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

• CalWORKs

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

• Career and Transfer Center – Student Services/Vocational Trades Building

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at <http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx> or by calling (530) 251-8833.

• DSPS - Disabled Student Programs & Services

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:

www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

• EOP&S - Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Health & ASB Fees Paid
- Caps and Gowns
- Develop Educational Plans
- Meal tickets
- Lap Top Loans
- Book Grants and Book Lending
- Gas Cards
- Tutoring
- Progress Reporting
- School supplies
- Computer Lab
- Transfer Assistance/Fee Waivers
- Priority Registration
- 4 year college campus tours
- Various Support Services

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• **CARE - Cooperative Agencies Resources for Education**

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• **Foster Youth Services Success Initiative (FYSI)**

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• **Kinship Care**

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• **Orientation and Student Success**

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

• **TRIO TRACS” at Lassen College**

TRIO Student Support Services (SSS) is a federally-funded program and is called “TRIO TRACS” at Lassen College. It supports college success for low-income and first-generation college students, as well as students with disabilities. It provides academic counseling, personal coaching, workshops, fieldtrips, and other support necessary for eligible students to persist at LCC and to reach

their educational goals. The TRIO TRACS Program can make college less difficult by helping students with college coursework, exploring career options, and managing life's demands. TRIO is actively engaged in creating a positive caring community that promotes diversity, leadership, and student success.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at www.assist.org, the website for ASSIST, California's

official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on “Financial Aid and Scholarships” in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program. In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Monday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well. Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations. The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday- Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM. The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to fbeaujon@lassencollege.edu or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at fbeaujon@lassencollege.edu

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of “B” or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions

and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. "Credit by Exam" is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.

For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran's Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran's Certifying Official is a liaison between the Veteran's Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran's counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to the Evaluation of Educational Experience in the Armed Services", published by the American Council on Education.

Lassen Community College will grant college credit if the person has served at least six months in active service.

Active duty personnel should submit a copy of DD295 (veterans submit DD214) to the Financial Aid Office and the Veteran's Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on-line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll only in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student's aid has been verified and awarded it is the student's responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients' SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.

In accordance with Federal Student Aid regulations, SAP procedures measure each student's progress three unique ways qualitative, quantitative and incremental. Student's failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living With Parent		Student Living On Campus		Student Living Off Campus	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ \$46/unit & \$12.50/term)	\$1,130	\$565	\$1,130	\$565	\$1,130	\$565
Books & Supplies	\$1,126	\$563	\$1,126	\$563	\$1,126	\$563
Food	\$9,082	\$4,541	\$7,098	\$3,549	\$5,572	\$2,786
Housing	\$0	\$0	\$3,000	\$1,500	\$11,182	\$5,841
Transportation	\$1000	\$500	\$342	\$171	\$918	\$459
Personal	\$3,276	\$1,638	\$2,638	\$1,319	\$3,844	\$1,9222
TOTAL COA	<u>\$15,614</u>	<u>\$7,077</u>	<u>\$15,334</u>	<u>\$7,667</u>	<u>\$24272</u>	<u>\$12,136</u>
Out of State						
Tuition (\$270/unit)	\$6,480	\$3,240	\$6,800	\$3,240	\$6,480	\$3,240
TOTAL COA Out of State	<u>\$22,094</u>	<u>\$11,047</u>	<u>\$21,814</u>	<u>\$10,907</u>	<u>\$30,752</u>	<u>\$15,376</u>

*Resident Tuition is \$46.00 per unit. Non-Resident Tuition is \$326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units 100%, 9-11.5 units 75%, 6-8.5 50%, and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- **Federal Assistance Programs**

Federal Pell Grant is a federally funded entitlement aid program providing from \$600 to \$6,495 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.

- **Federal Supplemental Educational Opportunity Grant (FSEOG)** is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding

is available and is intended to supplement Pell Grant funding.

- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least half-time.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**

The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least \$1,104.00 of need as measured by the filing of a FAFSA.

Students must reapply each school year.

Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov

SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.

- **Cal Grant B/C** - Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.

- **Student Success Completion Grant (SSCG)**

The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of \$1,298 annually at \$649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of \$4,000 annually at \$2,000 per semester for eligible students who enroll and attend 15 units or more per term.

Eligibility Criteria

- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG

The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like www.fastweb.com can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least one year old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate

degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery:** Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course** – A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course** - A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is

required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College

Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics

Certificate of Accomplishment in Electrical
Certificate of Completion in Automotive Chassis and
Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

General Education Transfer Certificates

Certificate of Achievement California State University General
Education
Certificate of Achievement in Intersegmental General
Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Lassen College Career Pathways

For additional Career information please reach out to our Career/Transfer Center at
lcccareertransfer@lassencollege.edu.



Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

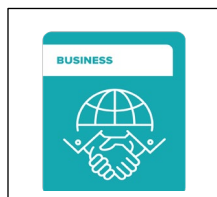
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Agriculture Animal Science AS-T • Agriculture Business AS-T • University Studies Agriculture Science AA 	<ul style="list-style-type: none"> • Agriculture Science & Technology AS 	<ul style="list-style-type: none"> • Agriculture Science & Technology CA 	<ul style="list-style-type: none"> • Animal Science COA • Agriculture Business COA • Horsemanship COA • Agriculture Irrigation COA



Arts & Humanities

The Arts and Humanities Career Pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> English AA-T History AA-T Studio Arts AA-T University Studies Humanities AA 	N/A	N/A	N/A



Business

If you choose the Business Career Pathway, you will explore careers opportunities such as accounting, finance, management, leadership, human resource management, and economic concepts. This pathway will prepare students to enter the workforce or continue their education at a four year university. Examples of careers f in this area may include data entry/word processing, Information Technician (IT) specialist, Database administrator, help desk technician, bookkeeper, administrative assistant, and frontline management Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
<ul style="list-style-type: none"> Business Administration AS-T Economics AS-T 	N/A	<ul style="list-style-type: none"> Administrative Office Technician CA Small Business Management CA 		<ul style="list-style-type: none"> Information Technician (IT) Support Professional



Natural Science

The Natural Science Career Pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. This pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, Geographic Information System (GIS) technician, and other careers in the scientific realm.

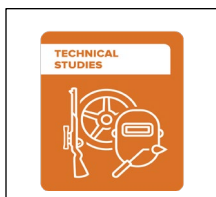
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Biology AS-T Kinesiology AS-T University Studies: Natural Science AA University Studies: Physical Education AA 	<ul style="list-style-type: none"> General Studies Natural Science AA General Studies Physical Education 	<ul style="list-style-type: none"> Geographic Information Systems 	N/A



Social Sciences & Education

This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway will prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, or human services paraprofessional. If you decide to transfer to a four year university you could earn employment as a social worker, primary/secondary teacher, sociologist researcher, or college counselor.

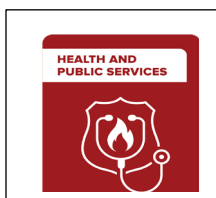
TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> • Early Childhood Education AS-T • History for Transfer AA-T • Psychology for Transfer AA-T • Sociology for Transfer AA-T • University Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development AA • General Studies Social Science AA 	<ul style="list-style-type: none"> • Child Development CA 	<ul style="list-style-type: none"> • Child Development Associate Teacher COA



Technical Studies

The Technical Studies Pathway allows you to learn by doing and focus on automotive, gunsmithing and welding. This pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
N/A	<ul style="list-style-type: none"> • Automotive Technology AS • Firearms Repair AS • General Gunsmithing AS • Welding Technology AS 	<ul style="list-style-type: none"> • Advanced Mechanics CA • Engine Repair CA • Firearms Repair CA • General Gunsmithing CA • Welding Technology 1-yr CA • Welding Technology 2-year CA 	<ul style="list-style-type: none"> • Basic Mechanics COA • Electrical COA • Long Guns COA • Machinist & Metal Finishing COA • Pistolsmith COA • Riflesmith COA • Welding Technology COA 	<ul style="list-style-type: none"> • Automotive Chassis and Maintenance COC



Health & Public Service

This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, dietician supervisor in a public safety service field, or college instructor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
<ul style="list-style-type: none"> Administration of Justice AS-T Nutrition & Dietetics AS-T University Studies Allied Health AA 	<ul style="list-style-type: none"> Administration of Justice AA Fire Technology AS Vocational Nursing AS 	<ul style="list-style-type: none"> Administration of Justice CA Fire Technology CA Medical Assisting CA Vocational Nursing CA Basic Wildland Firefighter CA 	<ul style="list-style-type: none"> Administration of Justice COA Medical Assisting Administrative COA Medical Assisting Clinical COA

Graduation:

Graduation is a time to celebrate achieving your academic accomplishment. Lassen College holds one graduation at the close of the spring term. Please submit your Petition to Graduate Form, found in your portal under forms, to the Counseling Office on or before the 10th week of the semester of graduation. This form must be submitted in order to participate in graduation and to receive your diploma. Nursing graduation is a separate, additional event for the nursing students. Please contact the nursing department for date and time.

Transfer:

If you are a student interesting in transferring to a four year institution please reach out to your counselor. It is critical to create an educational plan in order to adequately prepare to the institution of your choice. The Career/Transfer Center can assist you with career, program, and university exploration. A College/Career fair is hosts the annual event to help you explore a variety of opportunities on your journey.

Application assistance is provided as many institutions require you to apply 10 months before you intend to transfer. Please reach out to our Career/Transfer Center at lcctransfer@lassencollege.edu.

Degrees and Certificates

Philosophy and Criteria for Associate Degree & General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP4025 Title V section 55061)

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

- Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
- Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
- A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
- Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
 - Natural Science (3 Units)
 - Social and Behavioral Sciences (3 Units)
 - Humanities (3 Units)
 - Language and Rationality
 - English Composition (3 Units)
 - Communication and Analytical Thinking (3 Units)
 - Health and Physical Activities (3 Units)
- Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student

must meet the math competency requirement. This requirement may be satisfied by either:

A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.

6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
 - A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivalent from an accredited college or university
 - B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
 - C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.



Associate Degree
for Transfer
A Degree with a Guarantee.™

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

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

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

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from 16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office. 8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20

Anthropology 1

Biology 1, 4, 10, 20, 25, 26, 32, 32L

Chemistry 1A, 1B, 8, 45

Geology 1, 5

Physical Science 1

Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20

Agriculture 2

Anthropology 2

Business 22

Child Development 31

Economics 10, 11

Ethnic Studies 1

Geography 2

History 14, 15, 16, 17

Political Science 1

Psychology 1, 5, 6, 18, 31, 33

Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 19A

25, 30, 36A

English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34

Film 1

History 14, 15, 16, 17

Humanities 1, 2

Interdisciplinary Studies 1, 2

Music 6, 7, 12

Philosophy 1, 10

Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition

English 1, 9

D2. Communication and Analytical Thinking

Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities

Biology 25, 26

Child Development 12, 22, 31

Counseling & Guidance 1

Health 2, 25

Human Services 30

Psychology 1, 18, 31, 33

Sociology 3

Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS

49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE

1, & WE 2

E2. Physical Activities

(If the 3 units are taken in Physical Education (PE) or Physical Education Activities Courses (PEAC), the student must take at least 2 different courses.)

Agriculture 21B, 22

Physical Education 15

Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A,

5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D,

34, 44

AREA F Ethnic Studies (at least 3 units)

Please see a counselor to determine the best way to complete this requirement.

For General Education Transfer Curriculum (CSU/IGETC) See Pages 64-65

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer
Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade of 2.0: 18 Units

Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0

AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

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Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units

Total Core Units: 27 units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 16	Supervision in Law Enforcement	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 35	Investigative Techniques	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 14	Juvenile Procedures	3.0			
AJ 20	Criminal Law	3.0	AJ 52A	Arrest Methods and Procedures	2.5
AJ 23	Criminal Evidence	3.0	AJ 52B	Firearms P.C. 832	0.5
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

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Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units

Required Core Courses: 18 Units

Course No	Course Title	Units	AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0	AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0	AJ 11	Youth Gangs in America	3.0
AJ 14	Juvenile Procedures	3.0	AJ 16	Supervision in Law Enforcement	3.0
AJ 20	Criminal Law	3.0	AJ 35	Investigative Techniques	3.0
AJ 23	Criminal Evidence	3.0	AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 24	Community Relations	3.0			

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0	AJ 52A	Arrest Methods and Procedures	2.5
			AJ 52B	Firearms P.C. 832	0.5

Certificate of Accomplishment Administration of Justice

Total Units for Certificate of Accomplishment

Required Core Courses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 24	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies:
Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhance their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and
Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide
Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree University Studies:

Emphasis in Agriculture Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units	AGR 40	Basic Agricultural Mechanics	3.0
AGR 1	Agricultural Accounting	3.0	AGR 41	Farm Tractors and Farm Power	3.0
AGR 2	Agricultural Economics	3.0	Completion of either the CSU General Education or IGETC Option		
AGR 10	Introduction to Animal Science	3.0	Remaining Units to Total 60 Units may be selected from		
AGR 13	Feeds and Feeding	3.0	electives. Courses must be numbered 1 – 49.		
AGR 20	Introduction to Plant Science	4.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 21-24 Units

Required Core Units: 12-14

Course No	Course Title	Units	Required Electives: 9-10 Units		
AGR 19	Soil Science OR	3.0	AGR 1	Agricultural Accounting	3.0
CHEM 1A	General Chemistry I	5.0	AGR 3	Intro to Agricultural Business	3.0
AGR 2	Agricultural Economics	3.0	AGR 10	Intro to Animal Science OR	3.0
MATH 40	Elementary Statistics	3.0	AGR 20	Intro to Plant Science	4.0
ECON 10	Macro-Economics	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units	AGR 3	Introduction to Agriculture Business	3.0
AGR 1	Agricultural Accounting	3.0	CA 31	Computer Applications I	2.0
AGR 2	Agricultural Economics	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Total Core Units minimum grade 2.0: 20 Units

Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics <u>OR</u>	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:

Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Health

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:

Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 6 Units

The student may select 6 units from any of the following.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting <u>OR</u>	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

AGR 40	Basic Agricultural Mechanics	3.0
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Required Electives: 3 Units

The student may select 3 units from any of the following courses to satisfy this requirement.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment:

Horsemanship: 14 Units

Course No	Course Title	Units	AGR 53	Colt Training	2.0
AGR 14	Equine Science	3.0	AGR 57	Beginning Horseshoeing	3.0
AGR 23	Western Riding and Training	2.0	AGR 51	Horsemanship	2.0
AGR 50	Basic Riding	2.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units			
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impact the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.



Allied Health

DEGREES

Emphasis in Allied Health

Associate in Arts Degree University Studies:

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units			
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Art

DEGREE

Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Program Highlights

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 24 Units

Complete the following 12 units:

Course No	Course Title	Units			
ART 1A	Two-Dimensional Design	3.0	ART 10A	Beginning Painting	3.0
ART 1B	Three-Dimensional Design	3.0	ART 23	Beginning Printmaking	3.0
ART 2	Drawing	3.0	ART 25	Graphic Design 1	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0	ART 30	Introduction to Sculpture	3.0
			ART 36A	Beginning Ceramics	3.0
Select 3 additional units from the following:			Completion of either the CSU General Education or IGETC Option		
ART 6	Survey of Art History: Prehistoric To Renaissance	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
Select 9 additional units from the following:					
ART 3	Beginning Life Drawing	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.



Automotive Technology

DEGREE

Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT

Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT

Basic Mechanics
Electrical

CERTIFICATE OF COMPLETION

Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.

As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0

AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

- 1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 20 Units

Required Core Courses: 17 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short	4.0

Block

AT 74	Engine Repair and Machining-Cylinder Heads	3.0
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Required Electives: 3 Units

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

- 1 Diagnose various automotive engine system malfunctions: execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units

Required Core Courses: 23 Units

Course No	Course Title	Units	AT 60	Shop Management and Service Writer	2.0
AT 50	Car Care Basics	3.0	AT 66	Manual Drive Train	4.0
AT 54	Brakes	3.0	AT 68	Automatic Transmissions	3.0
AT 56	Steering and Suspension	3.0	AT 70	General Automotive Lab	2.0
AT 58	Automotive Heating and Air Conditioning	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

- 1 Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform automotive preventative maintenance according to industry standards.
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units	AT 56	Steering and Suspension	3.0
AT 50	Car Care Basics	3.0	AT 80	Basic Electrical	3.0
AT 54	Brakes	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

- 1 Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
- 2 Perform automotive preventative maintenance according to industry standards
- 3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units

Required Core Courses: 12 Units

Course No	Course Title	Units	AT 82	Engine Performance I	3.0
AT 50	Car Care Basics	3.0	AT 84 <th>Engine Performance II</th> <th>3.0</th>	Engine Performance II	3.0
AT 80	Basic Electrical	3.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

- 1 Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
- 2 Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

.....
Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.



Biological Science

DEGREE

Associate in Science in Biology for Transfer
Associate in Arts University Studies:
Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist
Field Biologist
Forensic Scientist
Medical Doctor
Pharmacist
Physical Therapist
Public Health Educator
Registered Nurse
Teacher
Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	MATH 1A	Analytic Geometry and Calculus I	5.0
			PHYS 2A	General Physics I	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0	PHYS 2B	General Physics II	4.0
CHEM 1A	General Chemistry I	5.0			
CHEM 1B	General Chemistry II	5.0			

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 20 Units

Course No	Course Title	Units	Course No	Course Title	Units
BIOL 20	Microbiology	5.0	ANTH 2	Cultural Anthropology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	CD/PSY 31	Child Development: Conception Through Adolescence	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	HLTH 25	Understanding Nutrition	3.0
CHEM 8	Introduction to Organic and Biochemistry	4.0	SOC 1	Introduction to Sociology	3.0
PSY 1	Introduction to Psychology	3.0			

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.



Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and general office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 26 Units

Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

- Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
- Apply business concepts to marketing, management, finance, accounting, and information technology.
- Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Core Units: 20-23

Course No	Course Title	Units
ECON 10	Macro Economics	3.0
ECON 11	Micro Economics	3.0
MATH 40	Elementary Statistics	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0

Select two 6-9 units from the following:

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 27	Business Communications	3.0
ENGL 9	Critical Thinking and Composition	3.0
MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

- Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
- Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
- Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
- Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0

CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

- Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
- Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.

3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units	BUS 22	Business Law	3.0
BUS 2	Introduction to Business	3.0	BUS 25	Small Business Management	3.0
BUS 10	Human Resource Management	3.0	BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.



Careers

Certificate of Completion IT Support Professional

High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The IT Support Professional Certificate is designed to prepare students for an entry level job in Information Technology. The program offers five courses that cover key topics in IT support: troubleshooting, customer service, networking, system administration, security, and operating systems. Coursework includes a dynamic mix of video lectures, quizzes, and hands-on labs. Participants also will hear from Google employees with unique backgrounds and perspectives, whose own foundation in IT support served as a jumping-off point for their careers. By earning the Career Pathway Entry Certificates you will:

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in IT Support Professional

Total Hours for the Certificate of Completion in Career Pathway Entry: 150 Hours

Course No	Course Title	Hours	Course No	Course Title	Hours
CS 150	Tech Support	30	CS 153	System Administration	30
CS 151	Bits and Bytes	30	CS 154	IT Security	30
CS 152	Operating Systems	30			

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in IT Support Professional** the student will be able to:

1. Assemble a computer from scratch and install an operating system
2. Build a network layer and compile the five-layer network model
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
5. Upon completion of this course, the student will be able to describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
6. Grasp the fundamentals of computer networking, from modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting
7. Apply infrastructure service management techniques that keep all organizations up and running, like managing and configuring servers, managing cloud resources, and using industry tools to manage computers, user information, and user productivity
8. And describe a wide variety of IT security concepts, tools, and best practices, including how to safeguard data, types of network security solutions, and how to integrate a culture of security into your organization or team

Child Development

DEGREES

Associate in Science in Early Childhood Education
for Transfer
Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

Assistant Teacher	Parent Educator
Associate Teacher	Family Service Worker
Teacher	Home Visitor
Master Teacher	Classroom Aide
Site Supervisor	

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units	CD 25	Teaching in a Diverse Society	3.0
CD 11	Observation and Assessment	3.0	CD/PSY 31	Child Development: Conception	3.0
CD 12	Child, Family and Community	3.0		Through Adolescence	
CD 16	Introduction to Curriculum	3.0			
CD 19	Children's Nutrition, Health and Safety	3.0			
CD 20	Principles and Practices of Teaching Young Children	3.0			
CD 24	Practicum	4.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 38 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units

Required Core Courses: 26 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.



English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
 Writer
 Lawyer
 Teacher
 Journalist
 Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
 Small class size
 Individualized tutoring

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Course No Course Title Units

Take the following 6 units

ENGL 2 Introduction to Literary Types 3.0

ENGL 9 Critical Thinking and Composition 3.0

List A – Take 6 units (Select 2)

ENGL 3 British Literature I 3.0

ENGL 4 British Literature II 3.0

ENGL 12 Survey of American Literature II 3.0

List B – Take 3 units

ENGL 5 Survey of World Literature II 3.0

ENGL 10 Shakespeare 3.0

List C – Take 3 units

ENGL 1 College Composition 3.0

ENGL 22 Creative Writing 3.0

ENGL 33 Studies in Fiction 3.0

ENGL 34 Studies in Poetry 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which

LCC's program is a good base for transfer.

Basic Wildland Firefighter

CERTIFICATE OF ACCOMPLISHMENT

Fire Technology

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0
Required Elective: 12 Units: select from the following listing:		
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Fellowship to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operations	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S291)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management System	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0

FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S-290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Achievement Basic Wildland Firefighter

Total units for the Certificate: 19 – 19 Units

Required Core Courses: 18-19 Units

Course No	Course Title	Units
FS 5	Fire Organization and Management	3.0
FS 8	Wildland Fire Suppression	2.0
FS 20 OR	First Aid/CPR for Public Employees	0.5
EMT 21	Emergency Medical Responder	2.5
FS 51	Introduction to Fire Careers	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0

FS 72	HazMat First Responder Operations	1.0
FS 74	Fire in the Interface (S 2-15)	1.5
FS 78	Followership to Leadership (L-280)	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 85	Understanding Maps Compass & GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Achievement Basic Wildland Firefighter**, the student will be able to:

1. Demonstrate basic knowledge of fire physics and behavior.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Understand the basic skills needed to respond to all risks in emergency incidents
4. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.

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Certificate of Accomplishment Fire Technology

Total units for the Certificate: 13.5 Units

Required Core Courses: 13.5 Units

Course No	Course Title	Units	FS 61	Basic Firefighter Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR



General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:

- Agriculture 19 (L)
- Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
- Geology 1 (L), 5 (L)
- Physical Science 1
- Physics 2A (L), 2B (L)

2. Life Forms:
 - Agriculture 10 (L), 20 (L)
 - Anthropology 1
 - Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
 - Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
 - Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
 - Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 30, 36A
 - Film 1
 - Music 6, 7, 12

2. Humanities (Literature, Philosophy, Foreign Languages):
 - English 2, 3, 4, 5, 10, 12, 33, 34
 - History 14, 15, 16, 17
 - Humanities 1, 2
 - IDS 1, 2
 - Philosophy 1, 10
 - Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

- Administration of Justice 10, 12, 20
- Anthropology 2
- Agriculture 2
- Child Development 31
- Economics 10, 11
- Ethnic Studies 1

- Geography 2
- History 14, 15, 16*, 17*
- Political Science 1*
- Psychology 1, 5, 6, 18, 31
- Sociology 1, 3, 4

* **CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

- (1) History 16 and 17
- (2) History 16 and Political Science 1
- (3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

- Child Development 31
- Counseling & Guidance 1
- Health 2, 25
- Human Services 30

- Physical Education 15
- Psychology 1, 18, 31, 33
- Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of “C” or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1

English 7 or 9

Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8

Film 1

Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34

History 14, 15, 16, 17

Humanities 1, 2

Philosophy 1, 10

Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3

B. Economics: AGR 2, ECON 10, 11

C. Ethnic Studies: ES 1

D. Gender Studies: SOC 4

E. Geography: GEOG 2

F. History: HIST 14, 15, 16*, 17*

G. Interdisciplinary: CD 31

H. Political Science: PLCS 1*

I. Psychology: PSY 1, 5, 6, 18, 31

J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by “L” in parentheses).

Physical Sciences:

Agriculture 19

Chemistry 1A (L), 1B (L), 8 (L), 40, 40 (L), **45 (L)

Geology 1 (L), 5 (L)

**Physical Science 1

Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20

Anthropology 1

Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L),

26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of “C” or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1, IDS 1, IDS 2

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1

Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geographic Information Systems

Certificate of Achievement

Certificate of achievement in Geographic Information Systems

A Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena.

As a GIS student you will:

Study the history of GIS, learn what it is and how it is used, and discover the foundational concepts that allow it to be a successful system

Develop skills in using hardware and software applications, in conjunction with relevant data and information, to learn how to approach and help solve potential real-world geospatial phenomena

Acquire critical thinking skills that will allow you to view and analyze geospatial patterns and feature relationships from a scientific perspective

Gain knowledge in the dissemination of geospatial information to web-based data and information delivery environments, as well as exposure to ancillary geospatial technologies such as Global Positioning Systems (GPS), Remote Sensing, and Computer-Aided Drafting (CAD) data and their respective applications

Career Options

GIS Technician for private entity or government agency

Supplemental GIS education to add to existing or future education in another field, which will help to strengthen overall knowledge from a technical standpoint

Program Highlights

Lassen Community College offers its Geographic Information Systems certificate as an entirely online program of study. No physical classroom involvement is required. Courses may be offered via traditional face-to-face or hybrid instructional modalities as well. The Geographic Information Systems certificate can be completed in just two semesters.

The Geographic Information Systems certificate is well suited to provide individuals with the education necessary to enter the workforce as an entry-level GIS Technician, or add to an existing or future bachelor's degree education to help strengthen and solidify the technical nature of said degree. For example, a combination of a bachelor's degree in wildlife biology and a certificate in GIS can be a very valuable and powerful combination to potential employers.

Certificate of Achievement Geographic Information Systems

Total Units for the Certificate of Achievement: 16

Course No	Course Title	Units	GIS 3	Cartography and Geovisualization	3.0
GIS 1	Fundamentals of GIS	4.0	GIS 4	Spatial Analysis	3.0
GIS 2	GIS Data Concepts	3.0	GIS 5	Web/Mobile-based GIS	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Geographical Information Systems** student will be able to:

1. Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.
2. Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.
3. Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.
4. Use the latest, basic GIS-based software technologies on the market with effective and efficient application.
5. Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer

Owner/Manager of a Gunsmith
Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Gunsmithing can be completed within two (2) years.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.

Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Autos	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
			General Education Requirements: 18 Units		

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 63.02	Ejectors	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 63.03	Double Gun Locks	1.0
GSS 51.01	Stock Inletting	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 57.02	Action Blueprinting	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 57.03	Action and Bolt Modifications	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 71.02	DFR Bolt Action .22's	1.0
GSS 60.04	DFR Pump Shotguns	1.0	GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 71.04	DFR Marlin Model 39	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 75.02	Firearm Laws and Regulations	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 62.03	Misfire Correction	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0	General Education Requirements: 18 Units		
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0			

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units

Required Core: 36 Units

Course No	Course Title	Units			
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0	GSS 59.02	Bedding Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 61.01	DFR Single Action Revolvers	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 62.03	Misfire Correction	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 67.01	Blowback Principle	1.0
GSS 52.05	Gunsmith Machining 5	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 70.01	DFR Triggers 1	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 71.01	DFR .22 Auto's	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 73.02	Spring Making	1.0
GSS 56.01	Headspace	1.0	WT 31	GTAW for Gunsmiths	3.0
GSS 56.03	Bolt Action Barrel Fitting	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 57.02	Action Blueprinting	1.0	Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)		
GSS 57.03	Action and Bolt Modifications	1.0			
GSS 58.02	Pressure Bedding and Pillar	1.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units			
GSS 50.03	Open and Optical Sight Installation	1.0	GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 52.01	Gunsmith Machining 1	2.0	GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 52.02	Gunsmith Machining 2	2.0	GSS 59.03	Parkerizing	1.0
GSS 52.03	Gunsmith Machining 3	2.0	GSS 59.04	Color Case Hardening	1.0
GSS 52.04	Gunsmith Machining 4	1.0	GSS 59.09	Alternative Metal Finishing	1.0
GSS 52.05	Gunsmith Machining 5	1.0			
GSS 52.06	Gunsmith Machining 6	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units			
GSS 51.06	Wood Stock Finishing	1.0	GSS 60.04	DFR Pump Shotguns	1.0
GSS 52.06	Gunsmith Machining 6	1.0	GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 69.01	DFR Auto Rifles	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0	GSS 69.02	DFR Pump Rifles	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0	GSS 69.03	DFR Lever Action Rifles	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units			
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolvers Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units			
GSS 51.01	Stock Inletting	1.0	GSS 57.02	Action Blueprinting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement

Medical Assisting

Certificate of Accomplishment

Administrative Medical Assisting

Clinical Medical Assisting

Red Cross Certification

Cardiopulmonary Resuscitation (CPR)

Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting

The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting

The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options

Medical Assistant

Clinic Assistant

Medical Office Assistant

EMT - I

EMT - II

EMT – Paramedic

Program Highlights

- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 21 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.5
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 13.5 Units

Course No	Course Title	Units	Course No	Course Title	Units
HO 70	Medical Assisting Core	7.0	HO 71	Medical Assisting Administrative	6.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 14.5 Units

Course No	Course Title	Units				
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical		7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patient education.



History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “historical perspective” to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18-19 Units

Complete the following 12 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0
HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0

Select 6 additional Units from the following:

ES 1	Ethnic Minorities in America	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to Sign Language	3.0
PLSC 1	American Institutions	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0	HUM 1	Western Civilization-Prehistoric to 1600	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0	HUM 2	Western Civilization-1600 to Present	3.0
ART 8	Art Appreciation	3.0	IDS 1	Introduction to sign Language	4.0
ART 9	History of Asian Art	3.0	IDS 2	Intermediate Sign Language	4.0
ENGL 2	Introduction to Literary Types	3.0	MUS 6	Music History from Antiquity to 1750	3.0
ENGL 3	British Literature I	3.0	MUS 7	Music History from 1750 to Modern Era	3.0
ENGL 4	British Literature II	3.0	MUS 12	Music Appreciation	3.0
ENGL 5	Survey of World Literature II	3.0	PHIL 10	Comparative World Religions	3.0
ENGL 10	Shakespeare	3.0			
ENGL 12	Survey of American Literature II	3.0			
ENGL 22	Creative Writing	3.0			
ENGL 33	Studies in Fiction	3.0			
ENGL 34	Studies in Poetry	3.0			
FILM 1	History of the Cinema	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1A	General Chemistry I	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 20	Introduction to Plant Science	4.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
ANTH 1	Biological Anthropology	3.0			
BIOL 1	Principles of Molecular and Cellular Biology	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 1	Physical Geology	4.0
			GEOL 5	Historical Geology and Paleontology	4.0
BIOL 10	Natural History of Plants and Animals	4.0	PHSC 1	General Physical Science	3.0
BIOL 20	Microbiology	5.0	PHYS 2A	General Physics I	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	PHYS 2B	General Physics II	4.0
BIOL 26	Human Anatomy and Physiology II	4.0	.Completion of either the CSU General Education or IGETC Option		
BIOL 32	General Biology	3.0	Remaining Units to total 60 Units may be selected from courses numbered 1-49		
BIOL 32L	General Biology with Lab	4.0			

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AGR 10	Introduction to Animal Science	3.0	CHEM 1B	General Chemistry II	5.0
AGR 19	Introduction to Soil Science	3.0	CHEM 8	Introduction to Organic and Biochemistry	4.0
AGR 20	Introduction to Plant Science	4.0	CHEM 45	Introduction to Inorganic Chemistry	4.0
ANTH 1	Biological Anthropology	3.0	CHEM 55	Introductory Chemistry	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0	GEOL 1	Physical Geology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0	GEOL 5	Historical Geology and Paleontology	4.0
			PHSC 1	General Physical Science	3.0
BIOL 10	Natural History of Plants and Animals	4.0	PHYS 2A	General Physics I	4.0
BIOL 20	Microbiology	5.0	PHYS 2B	General Physics II	4.0
BIOL 25	Human Anatomy and Physiology I	4.0	Electives: 24 (no more than 6 units from any one discipline). <i>The student may select from any courses numbered 1 – 99 to satisfy this requirement.</i>		
BIOL 26	Human Anatomy and Physiology II	4.0	General Education Requirements: 18 Units		
BIOL 32	General Biology	3.0	Note: This degree does not prepare a student to transfer to a University.		
BIOL 32L	General Biology with Lab	4.0			
CHEM 1A	General Chemistry I	5.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science**, the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics

Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units	HO 3	Medical Terminology	3.0
BIOL 25	Human Anatomy and Physiology I	4.0	PSY 1	Introduction to Psychology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 18	Life Span Development	3.0
HLTH 25	Understanding Nutrition	3.0			

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units

Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.



Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 28 Units

Required Core: 20 Units

Course No	Course Title	Units	Select 8 Units From the following	
BIOL 20	Microbiology	5.0	BIOL 25 &	Human Anatomy and Physiology I 4.0
CHEM 1A	General Chemistry I	5.0	BIOL 26	Human Anatomy and Physiology II 4.0
CHEM 45	Introduction to Chemistry	4.0	OR	
HLTH 25	Understanding Nutrition	3.0	CHEM 1B &	General Chemistry II 5.0
PSY 1	Introduction to Psychology	3.0	MATH 40	Elementary Statistics 3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer

Associate in Arts Degree University Studies:
Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core courses minimum grade 2.0: 22 Units

Lower Division Major Preparation:

Course No	Course Title	Units			
PE 15	Introduction to Kinesiology	3.0		Individual Sports	
BIOL 25	Human Anatomy & Physiology I	4.0	PEAC 34	Golf Skills	1.0
BIOL 26	Human anatomy & Physiology II	4.0			
Select 3 units form the following: 1 course from each area				Team Sports	
Fitness			PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 16	Walking for fitness	1.0			
PEAC 32D	Fitness Center	1.0		Take the following 2 courses 8 Units	
PEAC 44	Yoga	1.0	MATH 40	Elementary Statistics	3.0
			CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
BIOL 26	Human Anatomy and Physiology II	4.0	PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
HLTH 2	Personal Health	3.0	PEAC 7	Varsity Baseball	3.0
HLTH 25	Understanding Nutrition	3.0	PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PE 15	Introduction to Kinesiology	3.0	PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 32D	Fitness Center	1.0	PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
Select 3 Units from PE Electives:			PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 2A	Men's Varsity Soccer	3.0	PEAC 10	Woman's Varsity Softball	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5	PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 2C	Women's Varsity Soccer	3.0	PEAC 16	Walking for Fitness	1.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5	PEAC 34	Golf Skills	1.0
PEAC 5A	Men's Varsity Basketball-Fall	2.0	PEAC 44	Yoga	1.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0			
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5			
PEAC 5C	Women's Varsity Basketball-Fall	2.0			
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0			
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0			
PEAC 6	Varsity Wrestling	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.



Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:

Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."



Associate Degree
for Transfer™

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:

Emphasis in Social Sciences

Associate in Arts Degree General Studies:

Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:

If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
AJ 5	Introduction to Forensics	3.0	HUM 2	Western Civilization-1600 to Present	3.0
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
CD 31	Child Development: Conception Through Adolescence	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
ECON 10	Macro-economics	3.0	SOC 1	Introduction to Sociology	3.0
ECON 11	Micro-economics	3.0	SOC 2	Social Problems	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 3	Family Relations	3.0
GEOG 2	Cultural Geography	3.0	SOC 4	Introduction to Gender	3.0
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units

Required Core Courses: 18 Units

Select 18 units from the following:

Course No	Course Title	Units			
			HUM 2	Western Civilization-1600 to Present	3.0
AJ 5	Introduction to Forensics	3.0			
AJ 8	Criminal Court Process	3.0	PLSC 1	American Institutions	3.0
AJ 10	Criminology	3.0	PSY 1	Introduction to Psychology	3.0
AJ 12	Introduction to Criminal Justice	3.0	PSY 5	Introduction to Research Methods	3.0
AJ 20	Criminal Law	3.0	PSY 6	Abnormal Psychology	3.0
AGR 2	Agricultural Economics	3.0	PSY 18	Life Span Development	3.0
ANTH 2	Cultural Anthropology	3.0	PSY 31	Child Development: Conception Through Adolescence	3.0
ANTH 3	Introduction to Archaeology	3.0			
BUS 22	Business Law	3.0	PSY 33	Psychology of Personal and Social Adjustment	3.0
CD 31	Child Development: Conception Through Adolescence	3.0	SOC 1	Introduction to Sociology	3.0
ECON 10	Macro-economics	3.0	SOC 2	Social Problems	3.0
ECON 11	Micro-economics	3.0	SOC 3	Family Relations	3.0
ES 1	Ethnic Minorities in America	3.0	SOC 4	Introduction to Gender	3.0
GEOG 2	Cultural Geography	3.0			
HIST 14	World History-Beginning to 1500	3.0			
HIST 15	World History-1500 to Present	3.0			
HIST 16	U.S. History	3.0			
HIST 17	Post-Civil War U.S. History	3.0			
HUM 1	Western Civilization-Prehistoric to 1600	3.0			

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.



Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective” to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”



Associate Degree
for Transfer™

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units

Required Core Courses minimum grade 2.0: 18 Units

Complete the following 15 Units:

Course No	Course Title	Units
SOC 1	Introduction to Sociology	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0
Select 6 unit		
PSY 5	Introduction to Research methods	3.0
SOC 2	Social Problems	3.0
MATH 40	Elementary Statistics	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Welding Technology

DEGREE

Associate in Science in Welding Technology

CERTIFICATES OF ACHIEVEMENT

Welding Technology Two-Year Plan
Welding Technology One-Year Plan

CERTIFICATE OF ACCOMPLISHMENT

Welding Technology

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the Program. The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) qualifications in plate and pipe welding. The curriculum is updated with the assistance of an industry advisory committee.

As a Welding major, you will:

- Study a general welding curriculum including welding plate and pipe and qualifications in multiple welding processes to American Welding Society standards.
- Develop leadership and communication skills.
- Identify the welding careers you are most interested in and build a course of study to better qualify you to succeed in that career.

Career Options

Welding Technician
Sales
Inspection
Supervision & Management
Aerospace
Welding Engineering
Construction
Trucking & Automotive
Welding Instructor

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Classes for beginning through advanced welders.
- Welding qualifications through the American Welding Society.
- Practical hands-on training with classroom theory.
- Short term courses.

Associate Degree and Certificate of Achievement in Welding can be completed within two (2) years.

Internships in welding are available for students interested in Work Experience opportunities.

Associate in Science Degree Welding Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 24 Units

Course No	Course Title	Units			
WT 20	Power Plant and Field Pipe Welding I	3.0	CA 31	Computer Applications I	2.0
WT 21	Power Plant and Field Pipe Welding II	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 22	Power Plant and Field Pipe Welding III	3.0	IT 72	Facilities Maintenance: Welding	2.0
WT 23	Power Plant and Field Pipe Welding IV	3.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0	WT 51	Blueprint and Symbol Reading for Welders	2.0
			WT 52	Robotic Welding Operations and Programming	3.0
			WT 53	Robotic Welding Operations and Programming Advanced	3.0
Required Electives: 18 Units			General Education Requirements: 18 Units		
BUS 25	Small Business Management	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree Welding Technology**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - Two Year

Total Units for the Two-Year Certificate of Achievement: 44 Units

Required Core Courses: 29 Units

Course No	Course Title	Units	WT 51	Blueprint and Symbol Reading for Welders	2.0
IT 22	Operations Maintenance and Safety	1.0			
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0			
WT 21	Power Plant and Field Pipe Welding II	3.0			
WT 22	Power Plant and Field Pipe Welding III	3.0			
WT 23	Power Plant and Field Pipe Welding IV	3.0			
WT 36	Welding Theory and Practice: Oxyacetylene	3.0			
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0			
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0			
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0			

Required Electives: 15 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology Two-Year**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - One Year

Total Units for the One-Year Certificate of Achievement: 23 Units

Required Core Courses: 17 Units

Course No	Course Title	Units	Required Electives: 6 Units		
IT 22	Operations Maintenance and Safety	1.0	WT 42	Intermediate Shielded Metal Arc Welding	3.0
IT 72	Facilities Maintenance: Welding	2.0			
WT 20	Power Plant and Field Pipe Welding I	3.0	WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0	WT 44	Gas Metal Arc Welding	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	WT 45	Gas Tungsten Arc Welding	3.0
WT 38	Welding Theory and Practices: Gas Metal Arc Welding	3.0	WT 52	Robotic Welding Operations and Programing	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0	WT 53	Robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology One-Year**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous, alloy and nonferrous metals.
2. Apply the SMAW, GTAW, GMAW, and FCAW processes to steel plate and pipe that meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Accomplishment: Welding Technology

Total Units for the Certificate of Accomplishment Welding Technology: 12 Units

Required Core Courses: 9 Units

Course No	Course Title	Units	Required	Electives: 3 Units	
WT 20	Power Plant and Field Pipe Welding I	3.0	IT 22	Operations Maintenance and Safety	1.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0	IT 72	Facility Maintenance: Welding	2.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0	WT 36	Welding Theory and Practice	3.0
			WT 51	Blueprint and Symbol Reading for Welders	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Welding Technology**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous metals.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to U niversity of C alifornia
CSU	Transferable to C alifornia S tate U niversity
IGETC	Intersegmental G eneral E ducation T ransfer C urriculum, Area Requirements
CSU GE	C alifornia S tate U niversity G eneral E ducation Certification, Area Requirements
CL	C redit L imit. See a counselor.
R	Course may be R epeated
C-ID	C ourse I dentification Number (<i>See Catalog Definition on page 35</i>)

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.

In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics

3.0 units

CSU/UC

C-ID AJ 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process

3.0 units

CSU/UC

C-ID AJ 122

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science

3.0 units

CSU

C-ID AJ 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also

study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The course includes the examination of the foundations of criminology, theories of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice

3.0 units

CSU

C-ID AJ 110

General Education Area B

CSU Area D

IGETC Area 4

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each

subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures

3.0 units

CSU

C-ID AJ 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been approved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hour lecture

This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.



AJ 20 - Criminal Law

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

C-ID AJ 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence

3.0 units

CSU

C-ID AJ 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations

3.0 units

CSU/UC

C-ID AJ 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to

overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques

3.0 units

CSU

C-ID AJ 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience

1.0 – 8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit

of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures

2.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture total (R)

A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832

0.5 unit

Co-requisite: AJ 52A

24 hours lab (R)

A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher

0.5 units

8 hours lecture (R)

An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refresher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

40 hours lecture

This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of \$15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of \$10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 58 – Perishable Skills for Peace Officers **1.0 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This Course is designed for current peace officers to meet California Peace Officer Standards and Training (POST) mandated bi-annual perishable skills training requirements. Students will receive refresher knowledge and skills in officer safety, proper and safe firearms handling, storage and cleaning techniques, proper and safe tactical movement, arrest and control techniques, safe and efficient driver awareness techniques, and effective verbal and non-verbal communication used in policing. Enrollment limited to current California peace officers. Course instructor signature required for enrollment. Material fees of \$10.00 per student collected at time of registration. Course may be repeated as needed for recertification.

AJ 59 – First Aid/CPR/AED Refresher for Peace Officers **0.5 units**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture

This course is designed to meet the content and testing requirement of Title 22 of the California Code of Regulation and the Emergency Medical Services Authority (EMSA) requirements for peace officer refresher training related to the administration of First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillators. Course may be repeated as needed for recertification. Material fees of \$10.00 per student collected at time of registration. Enrollment limited to current California peace officers. Course instructor signature required for enrollment.

AJ 60-Adult Correctional Officer Core Course **9.50 units**

Prerequisites: Must be 18 years of age and have High School Diploma or GED.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

This course presents and meets the required training for entry level local correctional officers by the Board of State and Community Corrections, Standards and Training for Corrections (STC). Topics include: criminal justice System, professionalism and ethics, gangs, oral and written communication, maintaining security, booking, receiving and releasing offenders, supervising offenders, medical issues, classification of offenders, cultural awareness, report writing and record keeping, emergency procedures, visitation, screening and distribution of supplies and mail, transportation, testifying in court, assault and abuse, defensive tactics and restraint techniques, behavioral health and personal physical conditioning basics. This course is designed to provide practical hands on training in correctional officer tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a potential risk of injury to the participants. Students need to be prepared for the rigor of the physical conditioning and defensive tactics training. Pre-existing medical conditions may interfere with successful completion of these sections and/or the course.

Course instructor signature required for enrollment. Material fees of \$50.00 per student collected at time of registration.

AJ 71 – CDCR Off Post Training for Custody Staff **1.0 unit**

Pre-requisites: Basic Correctional Academy including POST Training 51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting **3.0 units** **CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business. This course has been approved for hybrid delivery.

AGR 2 - Agricultural Economics **3.0 units** **CSU/UC**

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position. This course has been approved for hybrid delivery

AGR 3 - Introduction to Agriculture Business

3.0 units

CSU/UC

C-ID AG-AB 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process. This course has been approved for hybrid delivery.

AGR 4 – Agricultural Sales and Communication

3.0 units

CSU

34 hours lecture/51 hours lab

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

AGR 8 - Introduction to Animal Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry. This course has been approved for hybrid delivery.

AGR 9 - Food Animal Selection

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level. This course has been approved for hybrid delivery.

AGR 10 - Introduction to Animal Science

3.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AS 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis. This course has been approved for hybrid delivery.

AGR 11 - Beef Cattle Production

3.0 units

CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production. This course has been approved for hybrid delivery.

AGR 12 – Animal Health and Disease

3.0 units

CSU/UC

34 hours lecture/51 hours lab

Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs. This course has been approved for hybrid delivery.

AGR 13 - Feeds and Feeding

3.0 units

CSU/UC

C-ID AG-AS 132L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized. This course has been approved for hybrid delivery.

AGR 14 – Equine Science

3.0 units

CSU/UC

C-ID AG-AS 116L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives. This course has been approved for hybrid delivery.

AGR 19 – Introduction to Soil Science

3.0 units

CSU/UC

GE Area A

CSU GE Area B1 B3

IGETC Area 5A

C-ID AG-PS 128L

34 hours lecture/51 hours lab

The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties. This course has been approved for hybrid delivery.

AGR 20 - Introduction to Plant Science

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B

C-ID AG-PS 106L

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. This course has been approved for hybrid delivery.

AGR 21B - Intercollegiate Rodeo

3.0 units

CSU

General Education Area E2

170 hours lab (R)

Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 22 - Rodeo Skills

3.0 units

CSU

General Education Area E2

153 hours lab

This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 23 - Western Riding and Training

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or

manager. This course has been approved for hybrid delivery.

AGR 31 - Bovine Embryo Transfer

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

42.5 hours lecture/25.5 lab

This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied. This course has been approved for hybrid delivery.

AGR 40 - Basic Agricultural Mechanics

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction. This course has been approved for hybrid delivery.

AGR 41 - Farm Tractors and Farm Power

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application. This course has been approved for hybrid delivery.

AGR 42 - Farm Surveying, Irrigation and Drainage

3.0 units

CSU

17 hour lecture/102 hours lab

Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigation systems. This course has been approved for hybrid delivery.

AGR 49 - Agricultural Work Experience 1.00–8.00 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. This course has been approved for hybrid delivery.

AGR 51 - Horsemanship

2.0 units

17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling. This course has been approved for hybrid delivery.

AGR 53 - Colt Training

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading. This course has been approved for hybrid delivery.

AGR 57 - Beginning Horseshoeing

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses. This course has been approved for hybrid delivery.

AGR 61 - Introduction to Bovine Reproduction

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination. This course has been approved for hybrid delivery.

AGR 70 - Rodeo Team Roping

1.0 unit

48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and

team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"

0.5 units

10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology

3.0 units

CSU/UC

General Education Area A

CSU GE Area B2

IGETC Area 5B

C-ID ANTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D1

IGETC Area 4A

C-ID ANTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art. Ethnographic case studies will be used to highlight similarities and differences

among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ART

ART 1A - Two-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a \$10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of \$25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 101

Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard

computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a \$10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 200

Recommended Preparation: ART-2

Drawing

25.5 hour lecture/76.5 hours lab

An introduction to figure drawing from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic, technical and digital points of view. This course has been approved for traditional and temporary emergency online delivery. Students will need to purchase approximately \$100 worth of supplies for online course.

ART 6 - Survey of Art History, Prehistoric To Renaissance

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID ARTH 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be

covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 10A - Beginning Painting

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

C-ID ARTS 210

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately \$75 worth of supplies.

ART 10B - Intermediate Painting

2.0 units

CSU/UC

Prerequisite: Art 10A Beginning Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10C - Advanced Painting

2.0 units

CSU/UC

Prerequisite: Art 10B Intermediate Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediated techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00

lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 10D - Portfolio Painting
2.0 units CSU/UC

Prerequisite: Art 10C Advanced Painting
102 hours lab

This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a \$10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately \$75 worth of supplies.

ART 19A - Beginning Digital Photography

3.0 units

CSU

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography

1.0 unit

CSU

Prerequisite: Art 19A Beginning Digital Photography
51 hours lab

An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be

considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography

1.0 unit

CSU

Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab

An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography

1.0 unit

CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab

An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a \$10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I

3.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design

25.5 hours lecture/76.5 hours lab

A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs.

Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful

conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a \$10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of \$70.

ART 23 - Beginning Printmaking

3.0 units

CSU/UC

C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing. 25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1

3.0 units

CSU/UC

C-ID ARTS 250

General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography

25.5 hours lecture/76.5 hours lab

A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs.

Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of \$70.

ART 30 – Introduction to Sculpture

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics

2.0 units

CSU/UC

Prerequisite: Art 36A Beginning

Ceramics

102 hours lab

Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics

2.0 units

CSU

Prerequisite: Art 36B Intermediate

Ceramics

102 hours lab

Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics

2.0 units

CSU

Prerequisite: Art 36C Advanced

Ceramics

102 hours lab

Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics.

Producing a body of work for presentation/exhibition. To cover the cost of glazes, a \$10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation

3.0 units

CSU/UC

25.5 hour lecture/76.5 hours lab

This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a \$10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 49 - Art Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology

Work Experience 1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

600 hours lab (R)

This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics

3.0 units

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

34 Hours Lecture, 51 Hours Lab

This course was designed to:

1. Introduce shop procedure and safety to the student;
2. Give students the skills to perform vehicle maintenance and basic roadside repairs;
3. Give students the skills to diagnose and repair minor vehicle malfunctions. This course adheres to ASE Education Foundation standards. The course has been approved for hybrid delivery.

AT 54 - Brakes

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adheres to ASE Education Foundation standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in alignment of front suspension and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to AES (Educational Foundation) standards for steering and suspension. This course has been approved for hybrid delivery.

AT 58 – Automotive Heating and Air Conditioning

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12, 134A, and R1234YF refrigerants. This course meets ASE Education Foundation standards. This course has been approved for hybrid and online delivery.

AT 60 – Shop Management and Service Writer

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders

to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 66 - Manual Drive Train

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions

3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab

2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.

102 hours lab

This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks

4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/153 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/102 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commercial shop. This course has been approved for hybrid delivery.

AT 80 – Basic Electrical

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I

3.0 units

Prerequisite: AT-80 Basic Electrical

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II

3.0 units

Prerequisite: AT-82 – Engine Performance I

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules,

computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 90 – Automotive Survival

1.0 unit

18 hours lecture

This is an introductory seminar course designed for the novice from the standpoint of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab **0.5 units**

Recommended Preparation: AT 90

Automotive Survival

24 hours lab

The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training **Level 2 32-Hour Course**

1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.

8 hours lecture/24 hours lab

The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections.

Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It

is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 190

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I

51 hours lecture/51 hours lab

A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommended preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for online and hybrid delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 140

Prerequisite: MATH 60 or equivalent multiple measures placement.

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for online and hybrid delivery.

BIOL 10 - Natural History of Plants & Animals

4.0 units

CSU/UC (Unit limitation)

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for online, hybrid and correspondence delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology

5.0 units

CSU/UC

General Education Area A

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

Recommended Preparation: Biology 1

51 hours lecture/102 hours lab

This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs. This course has been approved for online and hybrid delivery.

BIOL 21 - Human Anatomy with Lab

4.0 units

CSU/UC

C-ID BIOL 110B

Recommended Preparation: ENGL 105

or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine

and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab

4.0 units

CSU/UC

C-ID BIOL 120B

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for online and hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A 51 hours lecture/51 hours lab First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 26 - Human Anatomy and Physiology II

4.0 units

CSU/UC

General Education Area A & E1

CSU GE Areas B2 & B3

IGETC Area 5B & 5C

C-ID BIOL 115S

Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I

51 hours lecture/51 hours lab Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 32 - General Biology

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B2

IGETC Area 5B

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online, hybrid and corespondence delivery.

BIOL 32L - General Biology with Laboratory

4.0 units

CSU/UC

General Education Area A

CSU GE Area B2 B3

IGETC Area 5B 5C

Recommended Preparation: ENGL 105 or equivalent placement

51 hours lecture/51 hours lab

A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery. This course has been approved for on line delivery for emergency us only.

BUSINESS

BUS 1A - Accounting Principles – Financial

4.0 units

CSU/UC

C-ID ACCT 110

Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.

68 hours lecture

A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial

4.0 units

CSU/UC

C-ID ACCT 120

Prerequisite: BUS 1A – Accounting Principles-Financial

68 hours lecture

An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax

3.0 units

CSU

Prerequisite: BUS 1A – Accounting Principles-Financial

51 hours lecture

Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT) This course has been approved for online and hybrid delivery.

BUS 2 - Introduction to Business

3.0 units

CSU/UC

C-ID BUS 110

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.

51 hours lecture

A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid

delivery.

BUS 10 – Managing Diversity and Human Resources

3.0 units

CSU

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture.

Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of procedures. Importance of human relations and interpersonal communications

skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law

3.0 units

CSU/UC

General Education Area B

C-ID BUS 125

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may use a free Open Educational Resource textbook.

BUS 25 - Small Business Management

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications

3.0 units

CSU

C-ID BUS 115

Prerequisite: ENGL-1 College

Composition

51 hours lecture

Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning

3.0 units

CSU

Prerequisite: COT 52 Keyboarding, Level 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Basic operations of Microsoft Word. Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture/76.5 hours lab

Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All

Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture **1.0 units**

17 hours lecture
An exploratory course in the fundamentals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture **1.0 unit**

17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture **1.0 unit**

17 hours lecture
A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business

ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage **1.0 units**

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures **2.0 units**

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics **3.0 units** **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-

year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II **5.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table, qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry **4.0 units** **CSU/UC**

General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. This course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics **3.0 units** **CSU/UC** **C-ID CHEM 140**

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended

for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teaching Laboratory for Survey of Chemistry and Physics

1.0 units

CSU/UC

C-ID CHEM 140

Co-requisites: Chem 40

This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry

4.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID CHEM 101

Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement

Recommended Preparation: one year high school Chemistry

51 hours lecture/51 hours lab

An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session

1.0 units

CSU/UC (elective)

Co-requisite: CHEM 45

This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and equilibrium of chemical reactions, acids

and bases, redox reactions, and thermodynamics. This course has been approved for online delivery.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment

3.0 units

CSU

C-ID ECE 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online and hybrid delivery.

CD 12 - Child, Family and Community

3.0 units

CSU

General Education Area E1

C-ID CDEV 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

CD 15 - Pre-School Administration

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-

service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online, hybrid and correspondence delivery.

CD 16 - Introduction to Curriculum

3.0 units

CSU

C-ID ECE 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online, hybrid and correspondence delivery.

CD 17 - Children's Literature

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety

3.0 units

CSU

C-ID ECE 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families

and health professionals. This course has been approved for online, hybrid and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children

3.0 units

CSU

C-ID ECE 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

CD 22 - The Infant Toddler

3.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online, hybrid and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting

3.0 units

CSU

Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD

programs. This course has been approved for online and hybrid delivery.

CD 24 – Practicum

4.0 units

CSU

C-ID ECE 210

Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31

34 hours lecture/102 hours lab

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online and hybrid delivery.

CD 25 - Teaching in a Diverse Society

3.0 units

CSU

C-ID ECE 230

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

CD 26 - Administration II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding

opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online and hybrid delivery.

CD 27 - Children with Special Needs

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online and hybrid delivery.

CD 30 - Early Steps to Reading Success

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online and hybrid delivery.

**CD 31 - Child Development:
Conception through Adolescence**
3.0 units

CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4G

C-ID CDEV 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

CD 49 - Child Development Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical

Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

18 hour lecture

Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A \$20.00 lab fee will be collected at the time of registration to cover book and certification cost. This course has been approved for online and hybrid delivery.

COMPUTER APPLICATIONS

CA 31 - Computer Applications

2.0 units

CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the preparatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features available in widely used software. The emphasis will be on a word processor and a spreadsheet. This

course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/15 hours lab

This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hour lecture/15 hours lab

Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in

business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business

1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1

1.0 unit

51 hours lab
A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2

1.0 unit

Prerequisite: COT 50

51 hours lab
Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting

priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key

1.0 unit

34 hours lab
A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy

3.0 units

CSU/UC

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life

3.0 units

CSU/UC

**General Education Area E1
CSU GE Area E**

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been approved for online and hybrid delivery.

DS 111 - Computer Access II

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access Projects

0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has been approved for online and hybrid delivery.

DS 113 - Developmental Skills: Personal Assessment

0.5-1.0 unit

8.5-17 hour lecture (R)
A course designed to provide the learning disabled student with specific information about his/her own learning process. Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills: Reading

0.5-1.5 units

25.5-76.5 hours lab (R)
An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, correspondence and hybrid delivery.

**DS 115 - Developmental Skills:
Writing Skills**

3.0 units

51 hours lecture (R)

A course designed to instruct the learning disabled student in writing skills.

Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

**DS 116 - Developmental Skills:
Math**

0.5-1.5 units

76.5 hours lab (R)

An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness

1.0 unit

51 hours lab (R)

This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

**DS 121 - Adaptive Individual
Sports: Bowling**

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

**DS 122 - Adaptive Individual
Sports: Weight Training**

1.0 unit

51 hours lab (R)

This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop

and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 202

Prerequisite: Elementary Algebra or equivalent multiple measures placement

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics

3.0 units

CSU/UC

General Education Area B

CSU GE Area D2

IGETC Area 4B

C-ID ECON 201

Prerequisite: Elementary Algebra or equivalent multiple measures placement

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activities. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

**ED 2 – Introduction to Elementary
Classroom Instruction**

3.0 units

CSU

C-ID EDUC 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder

**2.5 units
CSU**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

36 hours lecture/29 hour lab (R)
This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for online and hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)

6.5 units

Prerequisite: Current CPR certification or equivalent

85 hours lecture/69 hours lab (R)
Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for online and hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher

1.0 unit

Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.

14 hours lecture/18 hours lab
A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with

the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 1 - College Composition

**3.0 units
CSU/UC**

General Education Area D1

CSU GE Area A2

IGETC Area 1A

C-ID ENGL 100

Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.

51 hours lecture

A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

ENGL 2 - Introduction to Literary Types

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 120

Prerequisite: English 1

51 hours lecture

This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. This course has been approved for online and hybrid delivery.

ENGL 3 – British Literature I

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 160

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social

and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 4 – British Literature II

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 165

Prerequisite: English 1

51 hours lecture

This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 5 – Survey of World Literature II

**3.0 units
CSU/UC**

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 145

Prerequisite: English 1

51 hours lecture

This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present. This course has been approved for online and hybrid delivery.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature

**4.0 units
CSU/UC**

General Education Area C

CSU GE Area A3

IGETC 1B

C-ID ENGL 110

Prerequisite: English 1

68 hours lecture

This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition

3.0 units

CSU/UC

General Education Area D1

CSU GE Area A3

IGETC Area 1B

C-ID ENGL 105

Prerequisite: English 1

51 hours lecture

This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1.

The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online, hybrid and correspondence delivery.

ENGL 10 – Shakespeare

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest. This course has been approved for online, hybrid and correspondence delivery.

ENGL 12 - Survey of American Literature II

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID ENGL 135

Prerequisite: English 1

51 hours lecture

This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for online, hybrid and correspondence delivery.

ENGL 22 – Creative Writing

3.0 units

CSU/UC

General Education Area C

C-ID ENGL 200

Prerequisite: English 1

51 hours lecture

An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method. This course has been approved for hybrid and correspondence delivery.

ENGL 33 – Studies in Fiction

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature. This course has been approved for online, hybrid and correspondence delivery.

ENGL 34 – Studies in Poetry

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Prerequisite: English 1

51 hours lecture

This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics). This course has been approved for online, hybrid and correspondence delivery.

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking

3.0 units

51 hours lecture

Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been

approved for online, hybrid and correspondence delivery.

ENGL 105A- Reading and Writing Support

1.0 units

Corequisite: ENGL 105 or ENGL 1

51 hours lab

The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for online, hybrid and correspondence delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America

3.0 units

CSU/UC

General Education Area B

CSU GE Area D3

IGETC Area 4C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey of the history, culture and folklore of the American people providing a sociological analysis of race, ethnicity and racism. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined. This course has been approved for online delivery.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire

Prevention

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been

approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression

2.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/48 hours lab

Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass, tool maintenance, pumping operations and safety, air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a "near miss" fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee

1.5 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26 hours lecture (R)

Introduction to injury and illness including preparation for rendering assistance for the public safety personnel including administration of first aid, CPR, and use of AED according to the standards set forth in California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 1.5. First Aid and CPR Standards and Training for Public Safety Personnel. This course meets Title 22 regulations and is approved by the Local Emergency Medical Services Authority (LEMSA). A \$10.00 certification fee applies. May be repeated as needed for recertification. This course has been approved for hybrid delivery.

FS 23 - Firing Operations (S-219)

1.0 units

CSU

Prerequisites: FS 75 Fire behavior (S-290)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture (2 day)

This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework

is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 Hours Lecture (2 Day)

This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent. 4 hours lecture/20 hours lab

The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country.

Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC operations terminology and the RIC mindset. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 51 – Introduction to Fire Technology Careers

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 54 – National Incident Management System (NIMS-700a)

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and

nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units

Prerequisite: FS-61 Basic Firefighter Training (Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 59 – Confined Space Awareness

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen

Community College and will be collected at the time of registration.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)

5.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, or equivalent.

64 hours lecture/82hours lab

This course provides students with the knowledge and skills to perform basic firefighter tasks. Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. Instructor permission is required to enroll in this course.

FS 60A - Basic Fire Crew Firefighter

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture, 8 hours lab

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at

<https://training.fema.gov/> (free to students).

FS 64 Instructor 1 Instructor Methodology

2.5 units

Recommended Preparation:

Introduction to the Incident Command System (IS-100.B) FEMA or National Incident Management System (IS-700.A, FEMA)

40 hours lecture

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 64B Instructor II Instructional Development

2.0 units

Required Preparation

FS 64 Instructor I or equivalent
40 hours lecture

This course is designed for those seeking to become fire service instructors. It provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. The State Fire Training Course Fee of \$141.00 will be collected at registration.

FS 65A – Driver Operator 1A – Emergency Vehicle Operations

1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation,

maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65B – Driver Operator 1B - Pump Operations

1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65C – Wildland Fire Apparatus Operations

0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 70 – Heavy Equipment Boss (S-236)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)

2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

28 hours lecture/4 hours lab

This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)

1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) or Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:**

ENGL105 or equivalent multiple measures placement.

16 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss

1.0 units

Prerequisite(s): FS-98.18 Annual Fighter Training or Firefighter Training 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week) (R)

This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72A – HazMat First Responder - Refresher

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

9 hours lecture (2 days) (R)

This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to

maintain certification. A \$5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72B – HazMat First Responder - Decontamination

0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials

8.5 hours lecture

This course is designed for personnel previously trained to the Haz Mat First Responder Operations (FRO) level, to conduct responder decontamination as part of an organized response to incidents such as those involving hazardous materials (Haz Mat) releases or weapons of mass destruction. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 74 - Fire in the Interface (S-215)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)

2.0 units

Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) or FS 60 - Wildland Firefighter (CalFIRE Basic Training); or S-190 Certification

37 hours lecture (1 week)

This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)

0.5 unit

Prerequisite: FS-61 Basic Firefighter Training (Basic 32) or FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***

8 hours lecture

This course is designed to be interactive

in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)

0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

9 hours lecture (1 week)

This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)

1.0 unit

Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).

17 hours lecture (1 week)

This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 80 - Fire Fighter Survival

1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching

personnel to be resourceful when facing dangerous entrapment situations. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 81 – Wildland Fire Fighter Safety and Survival

0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy.

FS 84 - Lessons Learned (Fatality Fire Case Studies)

1.0 unit

Prerequisite: FS 61 Basic Firefighter (Basic 32) or equivalent

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hour lab (4 weeks)

The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS

1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.

8 hours lecture 10 hours lab

Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern

compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference. There will be a \$5.00 student materials fee for flash drive containing student text.

FS 89 – Wildland Fire Chainsaws (S-212)

1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivalent

24 hours lecture/4 hours lab (1 week)

This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hours lab (1 week)

This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation

1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture

I-suite is a data entry system used on wildland fire incidents. This course will teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

**FS 92A Company Officer 2D:
Human Resource Management
for Company Officers**

2.1 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92B Company Officer 2D:
General Administrative Functions
for Company Officers**

1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

Units

20 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training

CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92C Company Officer 2C: Fire
Inspections and Investigation for
Company Officers**

2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92D Company Officer 2D: All
Risk Command Operations**

2.0 units

Prerequisites: Meet the educational requirements of Fire Fighter II

40 hours lecture

This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification. A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration.

**FS 92E Company Officer 2E:
Wildland Incident Operations for
Company Officers**

2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental \$81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I

18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent

160 hours lecture/480 hours lab

This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to

Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team/Task Force Leader. All Hazards (AH-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander or equivalent

25.5 hours lecture

This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes.

Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 98.18 – Annual Fire Refresher Training (RT-130)
0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of \$2.00 to cover the costs of handouts and

a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of \$2.00 to cover the costs of handouts and a pocket guide. Also required is a \$20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This course is designed to provide an introduction of skills and methods used for structural firefighting. Students will be required to work as a team to accomplish assigned tasks and be introduced to concepts and cultures that are common to the fire service. This course is ideally suited for an entry level volunteer firefighter, wildland firefighters or anyone that would like to be familiar with basic structural firefighting skills. Curriculum is designed to incorporate IFSAC/Pro Board Firefighter 1 requirements. An additional \$10.00 materials fee will be added to the admission fee to cover consumable materials used during the course such as plywood and propane.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units

CSU/UC

General Education Area B

CSU GE Area D5

IGETC Area 4E

C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOGRAPHICAL INFORMATION SYSTEMS

GIS 1 – Fundamentals of GIS

4 units

CSU/UC

Co-requisite: GIS 2 Data Concepts

This course covers theoretical and applied knowledge of Geographic Information Systems (GIS). Students will learn the basic history of GIS, as well as what it is, how it functions, and why it is used to benefit real-world, problem-solving applications. Geospatial data, and associated information, will be a core component of the course, including acquisition, development, maintenance, manipulation, analysis, and display of content. Spatial parameters (i.e., projections, coordinate systems, datum, and units of measure), geodatabase structures and use, basic cartographic skills, and simple overlay analysis and geoprocessing techniques are covered as well. This course is offered in traditional, online, and hybrid modalities.

GIS 2 – Data Concepts

3 units

CSU/UC

Co-requisite: GIS 1 Fundamentals of GIS

This course covers concepts and techniques associated with geospatial data, including detailed examination of the design and implementation of geodatabases for Geographic Information Systems (GIS). Relational database management systems (RDBMS), and their functionality in relation to GIS, are a key concept in the course. Other concepts such as data integration, organization, and quality assurance; attribute information classification; feature digitization and editing; and geocoding will be covered as well. This course has been approved for online and hybrid delivery.

GIS 3 - Cartography and Geovisualization

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers advanced concepts associated with cartography and geovisualization, as they relate to Geographic Information Systems (GIS). Cartographic principles will be covered in-depth, including enhanced map layout design and corresponding map element styling. Students will work with complex hardcopy and digital map outputs, including web-based visuals. Animations, 3D scenes, Story Maps, and other forms of geovisualization techniques are

examined as well. This course has been approved for online and hybrid delivery.

GIS 4 – Spatial Analysis

3 units

CSU/UC

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers the advanced and specialized topic of spatial analysis, in relation to Geographic Information Systems (GIS). Spatial analysis examines the spatial relationships of features in geospatial data, such as patterns, trends, connections, etc. GIS-based spatial analysis techniques are covered extensively for both vector and raster data models. A heavy emphasis is placed on using spatial analysis operations to aid in geospatial problem-solving scenarios as well. Geospatial modelling is a key component of the course, also. This course has been approved for online and hybrid delivery.

GIS 5 - Web/Mobile Based GIS

3 units

CSU

Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts

This course covers concepts associated with web-based data and mapping applications, as well as mobile data collection methodology, as they relate to Geographic Information Systems (GIS). Latest trends in online GIS technology are examined, including Esri's ArcGIS Online interface and ancillary components. Web Maps, Story Maps, and Web AppBuilder for ArcGIS will be explored. On the mobile side, application technologies such as Collector for ArcGIS and Survey123 will be studied, also. Students will be exposed to a basic understanding of Global Positioning Systems (GPS), too. This course has been approved for online and hybrid delivery.

GEOLOGY

GEOL 1 - Physical Geology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 101

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab
Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and

future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformitarianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest. This course has been approved for online and hybrid delivery.

GEOL 5 - Historical Geology & Paleontology

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID GEOL 111

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record. This course has been approved for online and hybrid delivery.

GUNSMITHING

SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50.01 - Recoil Pad and Sling Swivel Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51.01 - Stock Inletting **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting **1.0 unit**

6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing **1.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52B - Firearms Training **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher **0.5 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1 **2.0 unit**

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting "V", square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2 **2.0 unit**

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3 **2.0 unit**

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4 **1.0 unit**

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5 **1.0 unit**

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6

1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace

1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Truing Exterior of Action

1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the truing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the custom modifications to trigger guards

and floor plates of bolt-action rifles.

Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding

1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)

This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60.01 - DFR Recoil Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ

from the Remington.

GSS 60.04 - DFR Pump Shotguns 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers 1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction 1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes 1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace

1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting

1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel

guns.

GSS 67.01 - Blowback Principle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of modern auto

sporting rifles excepting "assault" rifles.

GSS 69.02 - DFR Pump Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

1.0 Unit

This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22's, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in

design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22's

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab

(1 week) (R)

A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge

Reloading

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-priming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the making of irregular shaped wire springs

from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)

This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22

Autopistols

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit

An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional

Armorer's School

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 82 - General Gunsmithing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab

A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols

1.0 unit

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab (1 week)

A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/88 hours lab (2 weeks)

A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of \$19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of \$19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)

An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of \$19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns

1.0 unit

4 hours lecture/44 hours lab (1 week)

This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of \$19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making

1.0 unit

6 hours lecture/34 hours lab (1 week)

This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with

different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles 1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911 1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized.

GSS 98.09 Color Case Hardening 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of \$19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters 1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out

and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of \$19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths 1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of \$19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects 1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects 1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been

approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths 2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking 1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knives and accessories.

GSS 114 - Basic Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I 1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths 1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling 1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts,

polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving **1.0 unit**

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of \$19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths **1.0 unit**

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving **2.0 units**

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly

and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO₂ Air Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO₂ air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of \$19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving **1.0 unit**

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw **1.0 unit**

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing **1.0 unit**

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of \$19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing **1.0 unit**

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of \$19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns **1.0 unit**

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School

1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V

specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core 7.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

125 Hours lecture

This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clinical medical assisting certificate program. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. Uniform and lab fee of \$200 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 71 - Medical Assisting Administrative 6.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

85 hours lecture/76.5 hours lab

This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrolment. This course has been approved for hybrid and online delivery.

HO 72 - Medical Assisting Clinical **7.5 units**

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

93.5 hours lecture/102 hours lab

This course is designed to provide entry

This course is designed to provide entry level information and skill training

required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty.

Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. This course has been approved for hybrid and online delivery

HO 80A -Geriatric (Long-Term Care) Nurse Assistant

6.0 units

Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology

72 hours lecture/112 hours lab

This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized.

Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Students must complete all course hours and must

achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Nursing Assistant certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 88 – Phlebotomy Technician **3.5 units**

Prerequisites: HO 3 Medical Terminology

Before beginning clinical rotation the student must:

- Show proof of vaccinations: HEP B series, MMR and varicella.
- Proof of negative tuberculosis test.
- Drug testing. This will be scheduled for you.
- High school diploma or GED.
- Background check

42.5 hours lecture/51 hours lab

This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10 successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Phlebotomy Technician certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of \$100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)

0.5 units

8.5 hours lecture (1 Week)

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC 3B & 4F

C-ID HIST 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been

approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S.

History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse

3.0 units

CSU/UC

General Education Area E1

CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction

51 hours lecture

Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing

and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

HUS 42 - Field Experience in Human Services

3.0 unit

CSU

Prerequisite: HUS 10 Introduction to Social Work and Human Services

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours field

experience

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. This course has been approved for hybrid delivery.

HUS 49 - Human Services Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the

workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 170

Recommended Preparation: English 1 or equivalent multiple measures placement

51 hours lecture

Survey of the development of western culture and civilization to the Reformation. This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

C-ID HIST 180

Recommended Preparation: English 1 or equivalent multiple measures placement.

51 hours lecture

The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety

1.0 unit

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture

This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2

2.0 units

102 hours lab

This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDISCIPLINARY STUDIES

IDS 1 Introduction to Sign Language

4.0 units

CSU only

Recommended Preparation: English 105 or equivalent multiple measures placement.

An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediateto Sign Language

4.1 units

CSU only

Prerequisite: IDS 1 with a C or better or equivanant

This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 211

Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.

85 hours lecture

A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II

5.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 221

Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.

85 hours lecture

Continuation of Math 1A. A second course in differential and integral calculus of a single variable: intergration,

techniques of integration; infinite sequences and series, polar and paramtrice equations: applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhancedan online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry

3.0 units

CSU

General Education Area D2

CSU GE Area B4

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 167 Trigonometry Lab

51 hours lecture

A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra

3.0 units

General Education Area D2

CSU/UC

CSU GE Area B4

IGETC Area 2A

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 168 College Algebra Lab

51 hours lecture

This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students. This course has been approved for online and hybrid delivery.

MATH 11A Concepts of Elementary School Mathematics I

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in

mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B Concepts of Elementary School Mathematics II

3.0 units

CSU/UC

General Education Area: D2

CSU GE Area: B4

C-ID MATH 120

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

A course covering the study of the real numbers, measurement, logic and mathematical reasoning, introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 40 - Elementary Statistics

3.0 units

CSU/UC

General Education Area D2

CSU GE Area B4

IGETC Area 2A

C-ID MATH 110

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.

Co-requisite: MATH 164 Elementary Statistics Lab

51 hours lecture

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra

4.0 units

General Education Area D2

51 hours lecture/51 hours lab

This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required. This course has been approved for online and correspondence delivery.

MUSIC

MUS 6 - Music History from Antiquity to 1750

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation

3.0 units

CSU/UC

General Education Area C

CSU GE Area C1

IGETC Area 3A

C-ID MUS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances.

This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology

4.0 units

Corequisite: VN 51; VN 52

68 hours lecture

Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 51 - Nursing Fundamentals

4.0 units

Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.

Corequisites: VN 50; VN 52

68 hours lecture

Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing

concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. Uniform and lab fee of \$300 will be collected at registration. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 52 - Clinical Lab I

7.0 units

Corequisite: VN 50; VN 51

357 hours lab

Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 53 - Adult Nursing Theory

7.0 units

Prerequisite: VN 50; VN51; VN 52

Corequisite: VN 54

119 hours lecture

Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 54 - Clinical Lab II

6.0 units

Prerequisite: VN 50; VN 51, VN 52

Corequisite: VN 53

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 55 – Nursing Leadership and Professional Development

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54; VN 55

Corequisite: VN 56; VN 57; VN 58;

VN 60

34 hours lecture

Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 56 - Clinical Lab III

6.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 57; VN 58;

VN 60

306 hours lab

Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total

clinical hours are 306. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 57 - Maternity Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 58;

VN 60

34 hours lecture

Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 58 - Pediatric Nursing

2.0 units

Prerequisite: VN 51; VN 52; VN 53;

VN 54

Corequisite: VN 55; VN 56; VN 57;

VN 60

36 hours lecture

Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing

students must be displayed on camera throughout entire course.

VN 59 – Intravenous Therapy and Blood Withdrawal

2.0 units

Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California
31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course..

VN 60 –NCLEXVN Review

2.0 units

Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58
30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If

course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course

PHILOSOPHY

PHIL 1 - Introduction to Philosophy

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World

Religions

3.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B

Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture

This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology

3.0 units

CSU/UC

CSU Area E2

General Education Area E2

C-ID KIN 100

Recommended Preparation: ENGL 105 or equivalent multiple measures placement.
51 hours lecture

This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)

Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery.

PEAC 5A.02 - Men's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

60 hours lab (R)

Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 5B – Pre-Season Skills and Conditioning for Basketball

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C - Women's Varsity Basketball-Fall

2.0 units

CSU/UC (Unit limitation)

General Education Area E2

110 hours lab (R)

Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C.02 - Women's Varsity Basketball-Spring

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

60 hours lab (R)

Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition

and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball

1.0 units

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 6 - Varsity Wrestling

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 7D – Off-Season Skills and Conditioning for Baseball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 9 - Women's Varsity Volleyball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball

0.5 units

CSU/UC (Unit limitation)

General Education Area E2

25.5 hours lab

Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball

1.5 units

CSU/UC (Unit limitation)

General Education Area E2

76 hours lab

Off-season skill development and strategy

tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

170 hours lab (R)

Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball

3.0 units

CSU/UC (Unit limitation)

General Education Area E2

175 hours lab

Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online, hybrid and correspondence delivery.

PEAC 32D - Fitness Center

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times. This course has been approved for hybrid delivery for emergency use only.

PEAC 44 – Yoga

1.0 unit

CSU/UC (Unit limitation)

General Education Area E2

51 hours lab

Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science

3.0 units

CSU/UC (unit limitation)

General Education Area A

CSU GE Area B1

IGETC Area 5A

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College

Physics I

4.0 units

CSU/UC

General Education Area: A

CSU GE Areas B1 & B3

IGETC Area 5A & 5C

C-ID PHYS 105

Prerequisite: Math 7 OR MATH 60

Intermediate Algebra or equivalent

multiple measures placement and

concurrent enrollment in Math 7

Trigonometry

Recommended Preparation: ENG 105

or equivalent multiple measures

placement

51 hours lecture/51 hours lab

This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II

4.0 units

CSU/UC

General Education Area A

CSU GE Areas B1, B3

IGETC Area 5A, 5C

C-ID PHYS 110

Prerequisite: PHYS 2A General Physics I

51 hours lecture/51 hours lab

This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions

3.0 units

CSU/UC

General Education Area B

CSU GE Areas D8

IGETC Area 4H

C-ID POLS 110

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, and correspondence delivery.

PLSC 11 - Student Leadership

1.0 unit

CSU

51 hours lab

Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Areas D9 & E

IGETC Area 4I

C-ID PSY 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 200

Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.

51 hours lecture

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for online, hybrid and correspondence delivery.

PSY 6 – Abnormal Psychology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D9

IGETC Area 4I

C-ID PSY 120

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course introduces the scientific study of psychopathology and atypical

behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development

3.0 units CSU/UC

General Education Area E1

CSU GE Area D7 & E

IGETC Area 4 G & 4I

C-ID PSY 180

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence

3.0 units

CSU/UC

Associate Degree Area E1

CSU GE Area D7 & E

IGETC Area 4G & 4I

C-ID CDEV 100

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment

3.0 units

CSU

General Education Area E1

CSU GE Area E

C-ID PSY 115

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybrid and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 110

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems

3.0 units

CSU/UC

General Education Area B

CSU GE Area D

IGETC Area 4J

C-ID SOCI 115

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

51 hours lecture

Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations

3.0 units

CSU/UC

General Education Areas B & E1

CSU GE Area D & E

C-ID SOCI 130

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

51 hours lecture

Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender

3.0 units

CSU/UC

General Education Area B

CSU GE Area D4

IGETC Area 4D

C-ID SOCI 140

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 6A

C-ID SPAN 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

58 hours lecture/34 hours lab

This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish

4.0 units

CSU/UC

General Education Area C

CSU GE Area C2

IGETC Area 3B & 6A

Prerequisite: SPAN 1 First Course in Spanish

58 hours lecture/34 hours lab

A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation,

understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking

3.0 units

CSU/UC

General Education Area D2

CSU GE Area A1

IGETC Area 1C

C-ID COMM 110

Prerequisite: ENGL 1 College

Composition

51 hours lecture

Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook. The course has also been approved for incarcerated correspondence delivery with speeches recorded in front of a live audience.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring

0.5 unit

Recommended Preparation: ENGL105

or equivalent multiple measures

placement.

8 hour lecture

This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I

3.0 units

CSU

Recommended Preparation: ENGL105

or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III

3.0 units

CSU

Recommended Preparation ENGL105

or equivalent multiple measures

placement.

17 hour lecture/102 hours lab (R)

This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS)

qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)

This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals

3.0 units

CSU

34 hour lecture/151 hours lab

This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths

3.0 units

CSU

17 hour lecture/102 hours lab

This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths

3.0 units

CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab

This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately \$30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas metal arc

welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding

1.0-3.0 units

CSU

153 hours lab (R)

This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding

3.0 units

CSU

153 hours lab (R)

This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on

ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding **3.0 units**

CSU

153 hours lab (R)

This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments.

Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)

2.0 unit

Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)

102 hours lab (R)

Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders

2.0 units

34 hours lecture

This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming

3.0 units

17 hours lecture

102 hours lab

This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)

3.0 units

Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38

17 hours lecture

102 hours lab

This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience

1.0-8.0 units/ CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience

1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and

enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System **0.0 units**

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing **0.0 unit**

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I **0.0 units**

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. This course provides review and practice in these areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student has demonstrated readiness for taking the high school equivalency tests in all five core curricular areas. This course has been approved for open entry/open exit. This course has been approved for online delivery.

BS 171 Basic Skills: Pre High School Equivalency Preparation II **0.0 units**

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills **0.0 unit**

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies **0.0 unit**

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults **0.0 unit**

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COMPUTER SCIENCE

CS 150-Technical Support Fundamentals **0.0 units**

30 hours lecture
This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of

topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

CS 151-The Bits and Bytes of Computer Networking

0.0 units
30 hours lecture

This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the **fundamentals of modern networking technologies and protocols** to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

CS 152 Operating Systems and You: Becoming a Power User

0.0 units
30 hours lecture

This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

CS 153-System Administration and IT Infrastructure Services

0.0 units
30 hours lecture

This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage

cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

CS 154-IT Security: Defense against the digital dark arts

0.0 units
30 hours lecture

This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series

0.0 unit

48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success. This course has been approved for online and hybrid delivery.

CG 155 - Study Strategies Lab

0.0 unit

90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom.

The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments. This course has been approved for online and hybrid delivery.

CG 158 - New Student Orientation

0.0 unit

15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures, counseling and registration. This course has been approved for online delivery.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I

0.0 unit

68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited

0.0 unit

24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A \$40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts

0.0 unit

68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects

using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at \$1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of \$4.50 per student for the 17 week semester. An additional fee of \$30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills

0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills

0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.

34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills

0.0 unit

68 hours lab (R)

This lab course is designed to provide

students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments. This course has been approved for online, hybrid and correspondence delivery.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation

0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)

This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations

0.0 unit

16 hours lab (1 week) (R)

This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 164 – Elementary Statistics Lab

0.0 units

Co-requisite: MATH 40 Elementary Statistics.

51 hours Lab

The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab

0.0 units

Co-requisite: MATH 7 Trigonometry.

51 hours Lab

This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

MATH 168 – College Algebra Lab

0.0 units

Co-requisite: MATH 8 Advanced Algebra.

51 hours Lab

This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

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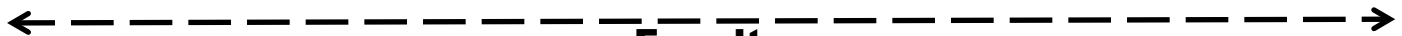
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Index

A

Academic Calendar.....	inside cover
Academic Freedom.....	14
Academic Policies.....	14
Academic Renewal Regulations.....	16
Academic Resource Center (ARC).....	22
Academic Progress, Probation & Dismissal.....	18
Access to Educational Records.....	22
Accreditation.....	5
Adding Classes.....	13
Administration of Justice Course Descriptions.....	89
Administration of Justice Program	
Degrees & Certificates.....	40
Administration Personnel.....	146
Admissions and Records.....	22
Admissions, Special Admit Students.....	8
Advanced Placement Examination credit for	
General Education Credit.....	17
Agriculture Program Degrees & Certificates.....	42
Agriculture Course Descriptions.....	91
Allied Health Program Degree.....	46
Alternate Time Petition.....	13
Anthropology Course Descriptions.....	94
Applying for Financial Aid.....	9
Art Course Descriptions.....	94
Art Program Degree & Certificate.....	47
Articulation Agreement.....	25
Associate Degree Requirements.....	37
Associated Student Body.....	18
Athletics.....	19
Attendance.....	12
Audit Policy.....	13
Auditing Refund.....	11
Automotive Technology, Course Descriptions Credit.....	97
Automotive Technology, Course Descriptions Non-Credit....	139
Automotive Technology Program	
Degree & Certificates.....	49
Aviation Course Description.....	99

B

BaseCamp.....	23
Basic Skills Course Description.....	139
Basic Skills, Unit Limitation.....	14
Behavioral Health.....	26
Biology Program Degree.....	52
Biology Course Descriptions.....	99
Board of Trustees.....	142
Bookstore.....	25
Business Program, Course Descriptions.....	100
Business Programs Degrees & Certificates.....	54

C

California Residents.....	9
---------------------------	---

California State University Transfer Curriculum (CSU).....	64
CalWORKs.....	23
Campus housing.....	26
Cancellation of Courses.....	13
Cooperative Agency Recourses for Education (CARE).....	24
Career Preparation.....	57
Careers Course Description (non-Credit).....	139
Career Pathways.....	33
Career Technical Education CTE/Transitions.....	26
Catalog Rights.....	5
Certificate of Accomplishment.....	30
Certificate of Achievement.....	30
Change of Records.....	14
Chemistry Course Descriptions.....	102
Child Development Course Descriptions.....	103
Child Development Program	
Degrees & Certificates.....	58
Choice of Catalog.....	5
Classification of Students.....	15
Classified Personnel.....	145
Class Schedule.....	5
College Level Examination Program (CLEP) Credit	
For General Education Credit.....	17
College Services.....	22
College Guiding Principles.....	4
College Terms.....	30
Computer Application Course Descriptions.....	105
Computer Office Technology Course Descriptions.....	106
Computer Science Course Descriptions.....	106
Conduct, Student.....	20
Confidential and Supervisory Personnel.....	144
Consumer Information.....	3
Co-requisites.....	16
Co-requisite Challenge.....	16
Cougar Café'.....	25
Counseling.....	10
Counseling & Guidance Course Descriptions (Credit).....	106
Counseling & Guidance Non-credit.....	140
Course Conflict/overlapping Courses.....	13
Course Descriptions.....	88
Course Enrollment Policies.....	13
Course Identification Numbering System (C-ID).....	37
Course Repetition.....	13
Credit by Examination.....	17

D

Definition of College Terms.....	30
Degree & Certificates.....	32
Developmental Studies Course Descriptions (Credit).....	106
Developmental Studies Course Descriptions (Non-credit)....	140
Disabled Student Programs and Services (DSPS).....	23
Disclaimer.....	3

Disclosure.....	20
Dismissal.....	18
Distance Education.....	88
Dropping Classes.....	13
Drug Free Campus.....	21

E

Economics, Course Descriptions.....	107
Economics Program Degree.....	55
Educational, Course Descriptions.....	107
EMT/EMR Course Descriptions.....	108
English Course Descriptions (Credit).....	108
English Degree.....	60
English Course Descriptions (Non-credit).....	141
English as a Second Language.....	141
Enrollment Process.....	7
Admissions.....	8
Financial Aid.....	9
Orientation.....	10
Counseling.....	10
Registration.....	10
After Enrollment.....	12
Estimated Cost of Attendance (COA).....	27
Ethnic Studies, Course Descriptions.....	109
Expression.....	20
Extended Opportunity Program and Services (EOP&S and CARE).....	23

F

Faculty.....	142
Faculty, Adjunct.....	147
Faculty Emeritus.....	148
Family Education Rights and Privacy Act.....	22
Fees.....	11
Film Course Description.....	109
Final Examinations.....	15
Financial Aid and Scholarships.....	27
Fire Technology, Course Descriptions.....	110
Fire Technology Program Degree & Certificate.....	61
Fire Technology Non-credit.....	141
Food Service (Cougar Café).....	25
Foreign Students.....	8
Foster Youth Services.....	24

G

GED Preparation.....	57
General Education Requirements Non-Transfer.....	39
General Education Transfer Curriculum (CSU/IGETC).....	64
General Information.....	5
Geographic Information Systems.....	66
Geographic Information Systems Course Descriptions.....	117
Geography, Course Descriptions.....	116
Geology Course Descriptions.....	117
GPA (Grade Point Average).....	16
Grade Changes.....	21
Grade Disputes.....	21
Grade Reports.....	15

Grading.....	15
Graduation.....	36
Grants.....	29
Gunsmithing Course Descriptions.....	117
Gunsmithing Program, Enrollment.....	8
Gunsmithing Program Degrees & Certificates.....	67

H

Health, Course Descriptions.....	126
Health Fee.....	11
Health Occupations Certificates.....	71
Health Occupations Course Descriptions.....	126
High School Equivalency Preparation.....	57
High Tech Center.....	23
History Course Descriptions.....	132
History Degree.....	127
Honors.....	17
Housing.....	26
How to use the Catalog.....	5
Human Services, Course Descriptions.....	128
Humanities, Course Descriptions.....	128
Humanities Program Degree.....	74

I

Incomplete Grades.....	15
Industrial Technology Course Descriptions.....	129
Information, General.....	5
In Progress Grade.....	15
Instructional & Other Materials Fees.....	11
International Baccalaureate (IB) Credit for General Education Credit.....	17
International Students.....	8
Intersegmental General Education Transfer Curriculum (IGETC).....	65

K

Kinship Care.....	24
Kinesiology.....	79

L

Lassen Community College History.....	5
Lassen Community College Strategic Plan.....	2
Learning/Tutoring Center (now ARC).....	22
Library (now ARC).....	22

M

Mathematics Course Descriptions.....	129
Mathematics Non-credit.....	141
Medical Assisting.....	71
Message from the President.....	1
Military, Schools and Services.....	26
Mission Statement.....	4
Money Matters.....	10
Music Course Descriptions.....	135

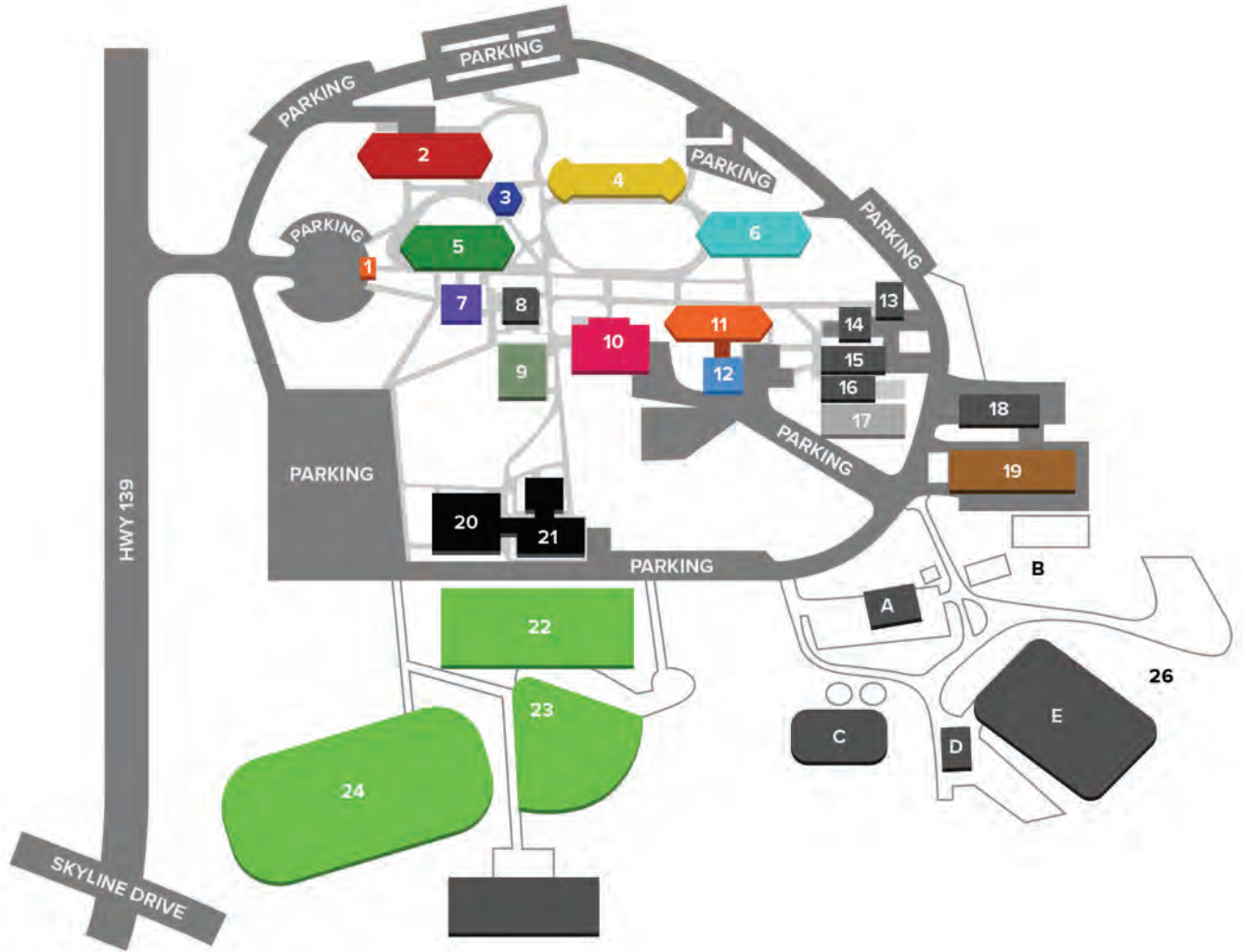
N

Natural Sciences Program Degrees.....	79
New Student Orientation.....	27
Non-Discrimination Policy.....	3
Non-Resident Fee Exemption.....	10

Non-Resident Tuition.....	10	Speech Course Descriptions	136
Non-Traditional Ways to Earn Credit.....	17	Student Activity Fee	12
Non-Traditional Learning.....	17	Student Discipline.....	20
Non Credit Course Descriptions.....	139	Student/Faculty Grade Disputes.....	16
Non Credit Certificate of Competency.....	38	Student Financial Aid Programs.....	27
Non Credit Certificate of Completion.....	38	Student Government (ASB).....	18
Nursing Degrees and Certificate.....	76	Student Grades, Records and Academic Policies	15
Nursing Course Descriptions.....	130	Student Learning Outcomes	
Nutrition and Dietetics Degree.....	78	Institutional	2
O			
Organizations.....	18	General Education for Associate Degree	39
Out of State Tuition.....	11	Program SLO's Within the Degrees and Certificates.....	38
P			
Pass/No Pass	16	Student Life and Activities.....	19
Philosophy and Criteria for Associate Degree and		Student Loans	29
General Education	4	Student Rights, Freedoms and Responsibilities.....	19
Philosophy Course Descriptions	132	Student Rules of Conduct	20
Physical Education Program Degrees	79	Student Success and Support Programs.....	6
Physical Education Course Descriptions.....	132	Student Union/Cougar Café'	25
Physical Education Activities Courses Descriptions.....	132	T	
Physical Science Course Description	132	Table of Contents.....	3
Physics, Course Description	134	Transcripts	11
Political Science Course Descriptions	134	Transfer Center	23
Prerequisites.....	16	Transfer Requirements	36
Prerequisite Challenge	16	Tutorial Service, ARC.....	22
Probation and Dismissal.....	18	Tutoring, Course Descriptions	136
Programs, Degrees and Certificates	32	U	
Psychology Course Descriptions.....	135	Unit of Work.....	18
Psychology Degree.....	82	Unit Limitations.....	18
Q			
Quick Guide to LCC		University Studies Transferable Degrees Emphasis in:	
Enrollment.....	7	Agriculture Sciences	42
R			
Recommended Preparation.....	16	Allied Health	46
Refunds.....	12	Humanities	74
Register.....	10	Natural Sciences.....	75
Reinstatement.....	18	Physical Education	79
Repetition of Courses	13	Social Sciences	83
Report Delayed.....	16	V	
Residency Information.....	9	Vaccinations/Immunizations.....	22
S			
Sexual Harassment Policy.....	22	Veteran's Services.....	27
Scholarships.....	29	Vision.....	4
Social Science Program Degrees	83	Vocational Nursing Course Descriptions.....	130
Sociology Course Descriptions.....	135	Vocational Nursing Program, Enrollment.....	8
Sociology Degree.....	85	W	
Smoking.....	21	Waiver or Substitution of Courses.....	14
Spanish Course Descriptions	136	Welding Technology Program	
Special Admit K-12 Students.....	8	Degree & Certificates.....	86
		Welding Technology Course Descriptions.....	136
		Withdrawal from College16	
		Work Experience Course Descriptions.....	138



Lassen Community College | Main Campus



- 1. Bus Stop
- 2. Creative Arts (CA)
- 3. Boardroom
- 4. Residence Hall
- 5. Humanities (HU)
- 6. Math/Science (MS)
- 7. Academic Services/ Administration
- 8. Student Quad
- 9. Business Office
- 10. Cougar Café
- 11. Admissions/ Student Services/ Voc Tech (VT)
- 12. Gunsmithing
- 13. Correspondence Office
- 14. Storage
- 15. "M" Building
- 16. Storage
- 17. Child Development Center (CDC)
- 18. Shipping & Receiving/ Maintenance
- 19. Trades (TR)
- 20. Sports Complex
- 21. Athletic Offices
- 22. Practice Soccer Field
- 23. Softball Field
- 24. Soccer Field/ Track
- 25. Storage/ Co Gen
- 26. Agriculture / Equine Complex



An Accredited Institution (ACCJC)

www.lassencollege.edu ❖ [www.facebook.com/LassenCommunity College](https://www.facebook.com/LassenCommunityCollege)
530.257.6181 ❖ PO Box 3000 ❖ 478-200 Hwy 139 ❖ Susanville, CA 96130



(/)

DISTANCE LEARNING

Lassen College (/Pages/Home.aspx) » Academics (/academics/Pages/default.aspx) » Distance Learning

Distance Learning at LCC!

Lassen Community College offers a growing number of distance courses, delivered via correspondence or the internet. These classes can be a great option for anyone with a busy schedule such as a full-time job, children at home, or just transportation constraints! To be successful in these courses it's critical for you to understand the importance of time management and independent study skills prior to enrollment.

Online Courses

Lassen College use Canvas by Instructure for all online courses. When you enroll in an online course your account in Canvas will automatically be created and your online classes will be available to you at the appropriate time. The Lassen College Canvas site can be found at <https://lassencollege.instructure.com> (<https://lassencollege.instructure.com/>)

Correspondence Courses

Course packets for students enrolled in Correspondence courses are mailed prior to the term start date. For this reason, please assure the Admissions and Records Office has your current address and contact information.

Contact Us

PO BOX 3000

478-200 Hwy 139

Susanville, CA 96130

Telephone: 530.251.8875

or

Email: darmeson@lassencollege.edu (<mailto:darmeson@lassencollege.edu>)

Forms

[Incarcerated Student Drop Form \(/academics/distance-](/academics/distance-learning/Documents/Incarcerated%20Student%20Drop%20Form.pdf)

[learning/Documents/Incarcerated%20Student%20Drop%20Form.pdf\)](/academics/distance-learning/Documents/Incarcerated%20Student%20Drop%20Form.pdf)

[Student Inquiry Form \(/academics/distance-](/academics/distance-learning/Documents/LCC%20ISEP%20student%20inquiry%20form%20.pdf)

[learning/Documents/LCC%20ISEP%20student%20inquiry%20form%20.pdf\)](/academics/distance-learning/Documents/LCC%20ISEP%20student%20inquiry%20form%20.pdf)

[Transcript Evaluation Form for Incarcerated Students \(/academics/distance-](/academics/distance-learning/Documents/Transcript%20evaluation%20form%20for%20Incarcerated.pdf)

[learning/Documents/Transcript%20evaluation%20form%20for%20Incarcerated.pdf\)](/academics/distance-learning/Documents/Transcript%20evaluation%20form%20for%20Incarcerated.pdf)

[Transcript Request Form \(/student-services/admissions/Documents/Admissions-](/student-services/admissions/Documents/Admissions-Records/Transcript%20Request%20Form.pdf)

[Records/Transcript%20Request%20Form.pdf\)](/student-services/admissions/Documents/Admissions-Records/Transcript%20Request%20Form.pdf)

Related Links

- [What makes a Successful Online Student? \(/academics/distance-learning/Pages/Successful-Online-Student.aspx\)](/academics/distance-learning/Pages/Successful-Online-Student.aspx)

College Services for Students at a Distance

- [Admissions and Records \(/student-services/admissions\)](/student-services/admissions)
- [Bookstore \(http://bookstore.lassencollege.edu/\)](http://bookstore.lassencollege.edu/)
- [Counseling \(/student-services/counseling\)](/student-services/counseling)
- [Transcripts \(/student-services/admissions/Documents/Transcript-Request-2016.pdf\)](/student-services/admissions/Documents/Transcript-Request-2016.pdf)
- [Graduation \(/student-services/counseling/Pages/Graduation.aspx\)](/student-services/counseling/Pages/Graduation.aspx)

[Distance Learning \(/academics/distance-learning/Pages/default.aspx\)](/academics/distance-learning/Pages/default.aspx)

[Divisions \(/academics/divisions/Pages/default.aspx\)](/academics/divisions/Pages/default.aspx)

[CTE Division \(/academics/divisions/cte-pe/Pages/default.aspx\)](/academics/divisions/cte-pe/Pages/default.aspx)

[Programs & Degrees \(/academics/programs/Pages/default.aspx\)](/academics/programs/Pages/default.aspx)

[Administration of Justice \(/academics/programs/Administration of Justice/Pages/default.aspx\)](/academics/programs/Administration of Justice/Pages/default.aspx)

[Agriculture \(/academics/programs/agriculture/Pages/default.aspx\)](/academics/programs/agriculture/Pages/default.aspx)

[Allied Health \(/academics/programs/allied-health/Pages/default.aspx\)](/academics/programs/allied-health/Pages/default.aspx)

[Anthropology \(/academics/programs/anthropology/Pages/default.aspx\)](/academics/programs/anthropology/Pages/default.aspx)

[Art \(/academics/programs/art/Pages/default.aspx\)](/academics/programs/art/Pages/default.aspx)

[Automotive Technology \(/academics/programs/automotive-technology/Pages/default.aspx\)](/academics/programs/automotive-technology/Pages/default.aspx)

[Biological Science \(/academics/programs/biological-science/Pages/default.aspx\)](/academics/programs/biological-science/Pages/default.aspx)

[Business \(/academics/programs/business/Pages/default.aspx\)](/academics/programs/business/Pages/default.aspx)

[Child Development \(/academics/programs/child-development/Pages/default.aspx\)](/academics/programs/child-development/Pages/default.aspx)

[English \(/academics/programs/english/Pages/default.aspx\)](/academics/programs/english/Pages/default.aspx)

[Fire Technology \(/academics/programs/fire-technology/Pages/default.aspx\)](/academics/programs/fire-technology/Pages/default.aspx)

[Geographic Information Systems \(/academics/programs/geographic-information-systems/Pages/default.aspx\)](/academics/programs/geographic-information-systems/Pages/default.aspx)

[Geology \(/academics/programs/geology/Pages/default.aspx\)](/academics/programs/geology/Pages/default.aspx)

[Gunsmithing \(/academics/programs/gunsmithing/Pages/default.aspx\)](/academics/programs/gunsmithing/Pages/default.aspx)

[History \(/academics/programs/history/Pages/default.aspx\)](/academics/programs/history/Pages/default.aspx)

[Human Services \(/academics/programs/human-services/Pages/default.aspx\)](/academics/programs/human-services/Pages/default.aspx)

[Kinesiology \(/academics/programs/kinesiology/Pages/default.aspx\)](/academics/programs/kinesiology/Pages/default.aspx)

[Nutrition and Dietetics \(/academics/programs/nutrition-and-dietetics/Pages/default.aspx\)](/academics/programs/nutrition-and-dietetics/Pages/default.aspx)

[Physical Education \(/academics/programs/physical-education/Pages/default.aspx\)](/academics/programs/physical-education/Pages/default.aspx)

[Political Science \(/academics/programs/Political Science/Pages/default.aspx\)](/academics/programs/Political Science/Pages/default.aspx)

[Psychology \(/academics/programs/psychology/Pages/default.aspx\)](/academics/programs/psychology/Pages/default.aspx)

[Social Science \(/academics/programs/social-science/Pages/default.aspx\)](/academics/programs/social-science/Pages/default.aspx)

[Sociology \(/academics/programs/sociology/Pages/default.aspx\)](/academics/programs/sociology/Pages/default.aspx)

[Vocational Nursing \(/academics/programs/vocational-nursing/Pages/default.aspx\)](/academics/programs/vocational-nursing/Pages/default.aspx)

[Welding Technology \(/academics/programs/welding-technology/Pages/default.aspx\)](/academics/programs/welding-technology/Pages/default.aspx)

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 (<https://www.facebook.com/LassenCommunityCollege>)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



Lassen Community College

Incarcerated Student Orientation

Hi, and welcome to Lassen Community College. We're so glad that you're choosing to pursue higher education with us. This orientation is meant to help you understand the entire process as an incarcerated student. The more you understand, the more successful you will be. You may even want to get some paper and pencil and take some notes for later. Let's get started.

Assessment

Lassen College has undergone a few changes to benefit you, the student. One change is that we no longer require a placement test to determine your Math and English class. You, the student, now have the option to choose the Math and English course that best fits your needs, preparation and the degree you are working toward. Please refer to AB 705 letter for additional information. Please read the success considerations and the descriptions to determine which course is best for you. If you have any questions please contact us at Lassen College Correspondence Office, P.O. Box 3000 Susanville, CA 96130 or 530-251-8875.

Admission and Records

If you previously attended any other colleges, please request official transcripts to be sent to LCC prior to registration. It is important to note that official transcripts must be in a sealed envelope straight from your previous institution. This will ensure classes are not repeated and you receive an accurate educational plan. You may also be exempt from the Writing or Math placement if you have passed English or Math classes at another college or university. Be advised, DSPS/ EOPS/ and Veteran students receive priority registration.

Financial Aid

All students are required to pay enrollment fees at the time of registration unless you are a California resident and qualify for the California College Promise Grant CCPG (Formally known as the Board of Governors Fee Waiver, BOG). It is extremely important to be aware that in order to continue receiving the CCPG, students must complete at least 50% of units attempted with a "C" Grade Point Average or better. With this new rule, even withdrawing from a course would count against you. An appeal process will be available for students who have extenuating circumstances. Unfortunately, due to the limited eligibility for an incarcerated student, Federal Student Aid is not available. Lastly, you will also be responsible for purchasing or renting your textbooks. This can be done by having a family member or friend contact the LCC Bookstore. Unfortunately, the LCC Bookstore does not rent out books.



Counseling

We have a counselor here to assist you. The counselor are able to answer all questions you may have regarding your education plan, dropping or adding courses, petitioning to repeat a course, career exploration or transferring to a university. Be advised, some courses change due to availability. Be sure to complete all contents of the enrollment packet and return to the correspondence office at your earliest convenience. Please make sure to direct all communication through our correspondence office, and they will be able to direct it to the appropriate parties. We will do our best to answer you in a timely manner.

Degree and Program

We offer a comprehensive Associate of Arts Degree with an emphasis in Social Science. When you let us know that you are interested in our program, our correspondence office will send you a sample education plan. The degree requires at least 60 degree applicable units with a minimum GPA of 2.0 and a grade of “C” or better in each core course. Social Science courses emphasize the study of human social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

This may get a little confusing but let us try to break it down for you. Students are required to complete 6 core courses, 8 free elective courses with no more than 6 units from any one discipline. For example, you can’t count more than two history classes in the free elective section. Next, you will have to complete at least one natural science course, one social science course, one humanities course, English 1, Intermediate Algebra, and one health and activities course. Once you successfully complete all of these courses you will have your degree!

Academic Success

It is important to us that you are successful and we realize that in order to help with that goal, we need to give you some pertinent information. For example, what does a unit even mean? A unit or credit, we use them interchangeably, signifies time. One unit means one hour per week. So a three unit class means that you would have that class for three hours per week. It is recommended that you study a minimum of two hours per class unit. So, if you’re scheduled for six units, you can expect to study twelve hours per week.

Next, there are some important dates to remember such as when to register each semester, when to drop a course without a Withdraw of “W” showing up on your transcript, and the last day to



withdraw from a course. These important dates are included in your instruction packet for each course you register for.

Student Conduct

This seems to be an area that there are a lot of questions, so please pay attention.

Academic Dishonesty

Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college could be subject to discipline.

Academic Probation

A student who has attempted at least 12 units will be placed on probation if the student has earned 2.0 GPA (C average) or less. So that you better understand, an F=0.0 GPA, a D=1.0, C=2.0, B= 3.0 and an A=4.0. It is important to remember that your GPA significantly affect your CCPG, California College Promise Grant.

Progress Probation

A student who has enrolled in at least 12 units will be placed on progress probation when they are not passing at least half of their classes. Grades that they may see on their transcript showing that they are not passing may be “W”, “I”, “NP” or “F”.

Academic and Progress Dismissal

A student who is on academic probation will be subject to dismissal if the student earned a cumulative grade point average of less than 2.0 (C average) for three consecutive semesters. If this happens, students will have to petition the Dean of Student Services to be reinstated and will have to take one semester off, either fall, spring or summer.

Repeatability

Students may attempt any course up to two times. If unsuccessful after the second attempt, they must petition the dean of student services to retake the course. Examples of an unsuccessful attempt are receiving a “W”, “I”, “NP”, or “F”. For English and Math an unsuccessful attempt includes a D. If they are unsuccessful a third time, they cannot take the course at LCC. Petitions to repeat can be obtained by the correspondence office.

FERPA



All student record at LCC are kept in accordance with the provisions of the Family Education Rights and Privacy Act Of 1974. Students may request access to those records which personally identify them. Student consent is needed for the release of records covered by the act to outside parties. We will not disclose your information unless we have a signed consent form. Release of information forms can be obtained by the correspondence office.

Petitioning to Graduate

Once you are close to graduation, we require you to fill out a petition to graduate. We recommend completing the petition at least 6 months before you complete the degree. Please understand that once you graduate, the process of receiving your diploma will take time. The petition to graduate can be obtained by the correspondence office. Please review the catalog to check for academic calendar, description of programs, support services, financial aid and other pertinent information which could assist you throughout your academic enrollment.

Conclusion

Once again, welcome to LCC, we thank you for choosing to study with us. We hope this orientation was beneficial for you. Remember, if you have any questions or concerns; please direct all communication through our correspondence department. We wish you all the best in your academic endeavors!





COUNSELING

Lassen College (/Pages/Home.aspx) » Student Services (/student-services/Pages/default.aspx) » Counseling

Academic Counseling

LIMITED IN-PERSON OFFICE HOURS AVAILABLE MON, WED & THURS - 9am to 4pm

Counselors are available in-person in the Welcome Center to assist students with class selection and registration - Mon, Wed, Thurs 9am to 4pm. They are also available via phone calls and emails. Current students can email their counselor directly. If you don't know your counselor's email or who your counselor is, please email: lccounseling@lassencollege.edu or call (530) 251-8842. Brand new or returning students should complete the New Student steps first (see info below). Email lccounseling@lassencollege.edu when completed or if you have questions or need help.

Welcome to the Lassen College Counseling Office! Our academic counselors are available to assist students with course selection, evaluating transcripts, developing vocational and educational plans, and identifying and solving problems which may interfere with academic progress.

COUNSELING SERVICES

- Assistance with choosing a major

- Help with course selection - adding and dropping classes
- Creating an Education Plan
- Assistance with accessing academic support services

OFFICE HOURS - We are currently meeting students in the Welcome Center - Mon, Wed, Thurs 9am to 4pm.

Counselors are available for **walk-in** visits **8:00am - 4:00pm** Mon - Fri. Comprehensive Education Plans require an appointment. The Counseling Office is located in the Student Services Building.


NEW STUDENTS

All the information on how to become a student is on our NEW STUDENTS (/new-students/Pages/default.aspx) page. When meeting with a counselor, please bring any transcripts or testing scores you have, so course placement can be determined.

Bring to Counseling:

- High school transcripts and/or transcripts from any other college you have attended (unofficial is okay)
- SAT, ACT, AP, CLEP or EAP test scores

STUDENTS TRANSFERRING FROM ANOTHER COLLEGE

In order to have your coursework from another college evaluated, please have OFFICIAL transcripts sent to: Lassen College, Attn: Admissions & Records, P.O. Box 3000, Susanville, CA 96130. Then complete and return the Transcript Evaluation Request.  Transcript Eval Request form.pdf (/student-services/counseling/Documents/Transcript%20Eval%20Request%20form.pdf)

DEGREES AND CERTIFICATES OFFERED AT LASSEN

Choosing a degree or certificate can be difficult. Take a Career, Interest and Skills survey at the **Career & Transfer Center**. This survey can help you determine the right career or major for you. Bring the results when you meet with your counselor. This list of our DEGREES & CERTIFICATES (/student-services/counseling/Documents/DEGREES%20offered%20at%20LCC.pdf) will get you started. You can also pick up curriculum guides for every degree/certificate we offer from the racks outside the Counseling Office.

CURRENT STUDENTS

It's best to meet with your counselor at least once every semester, and more often if you are having academic or personal concerns. Be sure to make an appointment for a comprehensive Education Plan during your 2nd semester.

More Information and FREQUENTLY ASKED QUESTIONS (</student-services/counseling/Pages/Counseling-Office-FAQ.aspx>)

EDUCATION PLANS

- An Education Plan is a semester by semester guide to ensure you are taking all the classes you need to complete your degree or certificate.
- An Ed Plan prevents you from taking classes you don't need - saving you time and money.
- A comprehensive Ed Plan should be completed by your second semester at Lassen College.
- Appointments for Ed Plans are made in Sept/Oct (Fall Semester) and Feb/March (Spring Semester)

Related Links/Forms

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>) - Transferring to 4-year schools

Graduation (</student-services/counseling/Pages/Graduation.aspx>) - Getting your diploma

List of Degrees (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

CTE-2+2 forms (</student-services/counseling/Documents/CTE%20+2%20Forms.pdf>)

Credit for Prior Learning (</student-services/counseling/Documents/Credit%20for%20Prior%20Learning.pdf>)

Petition to Graduate (</student-services/counseling/Documents/Petition%20to%20Graduate.pdf>)

Release of Information (</student-services/admissions/Documents/Admissions-Records/Release%20of%20Information%20Form.pdf>)

Transcript Evaluation Request (</current-students/Documents/Transcript%20Eval%20Request%20form.pdf>)

Contact Information

Office Phone: 530.251.8842

FAX: 530.251.8885

Email: lcccounseling@lassencollege.edu (mailto:lcccounseling@lassencollege.edu)

APPLY NOW
(/PAGES/CCCAPPLY.ASPX)

ORDER TRANSCRIPTS
([HTTPS://SECURE.STUDENTCLEARINGHOUSE.ORG/TSORDER/SCHOOLWELCOME?FICCODE=00121700](https://secure.studentclearinghouse.org/tsorder/schoolwelcome?ficcode=00121700))

SEARCH FOR CLASSES
([HTTPS://WEBADVISOR.LASSENOCOLLEGE.EDU/WEBADVISOR/WEBADVISOR?TYPE=P&PID=STWESTS12A](https://webadvisor.lassencollege.edu/webadvisor/webadvisor?type=P&PID=STWESTS12A))

Admissions (/student-services/admissions/Pages/default.aspx)

Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

International Students (/student-services/admissions/Pages/International-Students.aspx)

Veterans (/student-services/admissions/veterans/Pages/default.aspx)

Basecamp (/student-services/basecamp/Pages/default.aspx)

CalFresh Outreach (/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

CalWORKs (/student-services/basecamp/CalWorks/Pages/default.aspx)

CARE (/student-services/basecamp/care/Pages/default.aspx)

DSP&S (/student-services/basecamp/dsps/Pages/default.aspx)

EOP&S (/student-services/basecamp/eops/Pages/default.aspx)

Foster Youth (/student-services/basecamp/foster-youth/Pages/default.aspx)

Kinship (/student-services/basecamp/kinship/Pages/default.aspx)

TRIO TRACS (/student-services/basecamp/trio-tracs/Pages/default.aspx)

Counseling (/student-services/counseling/Pages/default.aspx)

Career & Transfer Center (</student-services/counseling/career-and-transfer-center/Pages/default.aspx>)

Transfer Center (</student-services/counseling/Pages/Transfer-Center.aspx>)

Graduation (</student-services/counseling/Pages/Graduation.aspx>)

Financial Aid (</student-services/financial-aid/Pages/default.aspx>)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (</student-services/financial-aid/institutional-aid-programs/Pages/default.aspx>)

State Aid Programs (</student-services/financial-aid/state-aid-programs/Pages/default.aspx>)

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(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

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[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)

Student Success And Support Program

SSSP Overview



The important steps are as follows:

- **Admissions:** If you are taking this orientation, then you have already completed this step!
- **Orientation:** The purpose of this orientation is to provide you with useful information concerning college programs, services, and student rights and responsibilities.
- **Assessment:** We no longer require an assessment test to place students. Placement is based on Multiple Measures such as High School GPA, SAT/ACT test scores, and a comprehensive conversation about the students' ability and determination.
- **Counseling:** The Counseling Office provides services to help you define and achieve your academic, career, and personal goals. Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling. To have OFFICIAL transcripts evaluated, complete the [Transcript Evaluation Request form](#).
- **Registration:** Once you complete all the previous steps, you will be able to register for classes. You can do this online or in person at Admissions and Records.





Tuesday, February 11, 2020
Academic Senate Meeting February 11, 3:00 p.m. HU 204

3:00PM in HU-204

1. Meeting Opening

- 1.01 Roll Call
- 1.02 Approval of Agenda
- 1.03 Approval of Minutes

2. Public Comment

3. Action

- 3.01 Senate Charge

4. Discussion

- 4.01 Program Discontinuance/Revitalization

5. Information

6. Reports

- 6.01 Administration
- 6.02 Senators
- 6.03 LCFA
- 6.04 Guided Pathways

7. Closed Session

- 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

8. Meeting Closing

- 8.01 Adjournment

9. Future Agenda Items

10. Future Meeting Dates

- 10.01 Future Meeting Dates

Academic Senate Meeting February 11, 2020, Room HU 204

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Downing, Gardiner, Runyan

1.02 Approval of Agenda

Approval of the agenda, with a request by Senator Gardiner to reorder agenda and to move item 7, Closed Session, to beginning of agenda.

(Gardiner, Downing MSCU)

7. Closed Session

Entered closed session at 3:01pm – Ended closed session at 3:08pm;

Downing/Gardiner/Runyan present.

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Action: Fire Science Instructor Equivalency

(Downing/Runyan MSCU) – Equivalency approved.

Open Session Resumes – 3:08pm

Senators Present: Downing, Gardiner, Runyan

Guests Present: Sue Kelley

Report Action out of Closed Session:

Fire Science Instructor equivalency approved

1.03 Approval of Minutes

Approval of minutes with minor typographical error identified for correction.

(Downing/Gardiner MSCU)

2. Public Comment

None

3. Action

3.01 Senate Charge

Governance Handbook is under review and it is anticipated the Main Governing Board will have on their agenda March 10, 2020. Senate Members reviewed the Academic Senate Charge.

3:11pm: Senator Baker arrives.

Motion to approve current Senate Charge with no changes.

(Gardiner/Downing MSCU)

4. Discussion

4.01 Program Discontinuance/Revitalization

Senate President Runyan provided a draft of AP 4021 Program Viability and Discontinuance for discussion. Discussion ensued. Gardiner suggested that data accuracy and timeliness would need to be

a required and key element of the plan. It was agreed that the Senators would review and comment on the draft document to President Runyan. Item set for adding as action item at next meeting.

3:23pm: Carie Camacho, Acting Dean of Instruction, arrived and participated in this discussion, stating this AP is something that is overdue and needs to be addressed. She thanked the senate members for their efforts.

5. Information

None

6. Reports

6.01 Administration

Dean Camacho advised that Dean Haynes continues to work with Lassen High School (LHS) on bringing LHS students to campus for classes. Dean Haynes is also continuing her efforts with the strong workforce grant to establish additional instructional space.

6.02 Senators

None

6.03 LCFA

None

6.04 Guided Pathways

None

8. Meeting Closing

8.01 Adjournment – 3:44pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing



Tuesday, February 25, 2020
Academic Senate Meeting February 25, 3:00 p.m. HU 204

3:00PM in HU-204

1. Meeting Opening

- 1.01 Roll Call
- 1.02 Approval of Agenda
- 1.03 Approval of Minutes

2. Public Comment

3. Action

- 3.01 AP 4021 Program Viability and Discontinuance
- 3.02 Approve AJ 53, FS 92A, FS 92B, FS92C, and FS 92E and forward to the Board

4. Discussion

5. Information

- 5.01 Faculty Leadership Institute
- 5.02 Article 24.4 Adjunct Evaluation MOU and Contract Language

6. Reports

- 6.01 Administration
- 6.02 Senators
- 6.03 LCFA
- 6.04 Guided Pathways

7. Closed Session

- 7.01 Consideration of Faculty Minimum Qualifications and Equivalency
- 7.02 Faculty evaluation recommendations

8. Meeting Closing

- 8.01 Adjournment

9. Future Agenda Items

10. Future Meeting Dates

- 10.01 Future Meeting Dates

Academic Senate Meeting February 25, 2020, Room HU 204

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Gardiner, Runyan

Guests: Sue Kelley, Andy Rupley, Jim Uptegrove

1.02 Approval of Agenda

Motion to approve with removal of item 7.01

(Baker/Gardiner MSCU)

1.03 Approval of Minutes

(Baker/Gardiner MSCU)

2. Public Comment

None

3. Action

3.01 AP 4021 Program Viability and Discontinuance

Alison Somerville provided the following comments/questions through President Runyan: 1) There should be a comment on the purpose of the IPR regarding honest evaluation of the program. 2) Will this be a subcommittee of the Academic Senate? 3) Will the discontinuance directive be in the manner of a form or the minutes of the committee?

Andy Rupley suggested the AP be renamed "Revitalization or Discontinuance".

After robust discussion by senators and guests, language changes to include noting this AP applies to programs, as a whole, and not individual classes, certificates, or degrees; IPR language; revitalization oversight; and Alison Somerville's questions were added to the document.

Motion to table vote to next meeting pending opportunity for faculty, staff, and administration to review changes

(Downing/Baker MSCU). Runyan will distribute updated draft document.

3.02 Approve AJ 53, FS 92A, FS 92B, FS92C, and FS 92E and forward to the Board

(Gardiner/Downing MSCU)

4. Discussion

None

5. Information

5.01 Faculty Leadership Institute

2020 Faculty Leadership Institute will be Thursday, June 18, 2020 - Saturday, June 20, 2020 in Newport Beach, CA. If interested in attending let President Runyan know.

5.02 Article 24.4 Adjunct Evaluation MOU and Contract Language change.

Evaluation frequency for Adjunct Faculty has been changed to yearly for the first three years and once every three years thereafter.

6. Reports

6.01 Administration

None

6.02 Senators

Gardiner – Next senate meeting March 10, 2020 we will have our campus site visit team in meeting with us as part of accreditation.

Runyan – Scale of Adoption workshops coming out soon. More information to come.

6.03 LCFA

None

6.04 Guided Pathways

None

7. Closed Session: Started at 4:02pm: Ended at 4:10

Baker, Downing, Gardiner, Runyan present.

7.02 Faculty evaluation recommendations

Motion to table action awaiting documentation from Human Resources.

(Downing/Baker MSCU)

Report out of Closed Session – No Action

8. Meeting Closing

8.01 Adjournment – 4:12pm

(Gardiner/Baker MSCU)

Respectfully Submitted,

T. Downing



Tuesday, March 10, 2020
Academic Senate Meeting March 10, 3:00 p.m. HU 204

3:00PM in HU-204

1. Meeting Opening

- 1.01 Roll Call
- 1.02 Approval of Agenda
- 1.03 Approval of Minutes

2. Public Comment

3. Action

- 3.01 AP 4021 Program Revitalization or Discontinuance Policy
- 3.02 AP 4226-1 Multiple and Overlapping Enrollments
- 3.03 IPR Mentor Assignment

4. Discussion

- 4.01 Curriculum Handbook
- 4.02 Business IPR
- 4.03 AP 4100

5. Information

6. Reports

- 6.01 Administration
- 6.02 Senators
- 6.03 LCFA
- 6.04 Guided Pathways

7. Closed Session

- 7.01 Consideration of Faculty Minimum Qualifications and Equivalency

8. Meeting Closing

- 8.01 Adjournment

9. Future Agenda Items

- 9.01 Curriculum Handbook

9.02 Business IPR

9.03 AP 4100

9.04 2019-2020 Governance Handbook

10. Future Meeting Dates

10.01 Future Meeting Dates

Academic Senate Meeting March 10, 2020, Room HU 204

1. Call to Order at 3:00pm

1.01 Roll Call

Senators Present: Baker, Downing, Gardiner, Runyan

Guests: Carie Camacho, Chad Lewis, Sue Kelley, Andy Rupley,

1.02 Approval of Agenda

(Baker/Gardiner MSCU)

1.03 Approval of Minutes

February 25, 2020 regular meeting minutes

(Baker/Gardiner MSCU)

March 3, 2020 special meeting minutes

(Baker/Gardiner MSCU)

2. Public Comment

None

3. Action

3.01 AP 4021 Program Revitalization or Discontinuance Policy

After sending draft version to all LCC staff, Senate President Runyan received four responses. Those responses were from Noelle Eckley, Cindy Howe, Andy Rupley, and Amanda Wattenburg. Comments were considered for inclusion into the draft document. Upon revision of the policy, motion to approve with revisions.

(Downing/Baker MSCU)

3.02 AP 4226-1 Multiple and Overlapping Enrollments

Davis Murphy requested update to form to facility more clarity for the Admissions and Records Office. Form provided and discussed.

(Gardiner/Baker MSCU)

3.03 IPR Mentor Assignment

With changes in Academic Senate members, item was brought to discuss changing mentors for IPR's. Discussed waiting until next academic year and after new election of senators. Senator Gardiner suggested the senate look at revising the IPR handbook to include a mentor checklist for feedback.

Motion to table – (Downing/Baker MSCU)

4. Discussion

4.01 Curriculum Handbook

Discussed newly updated handbook by the Curriculum Committee. It was agreed that the handbook should be also approved by the senate. Handbook approval will be added to action agenda for the next meeting.

4.02 Business IPR

First review of Business IPR for 2016-2019. Andy Rupley discussed the IPR and its findings, requesting all senators to review and provide feedback prior to approval. Rupley shared his concerns with the lack of disaggregated data he needed to make some clearer findings specifically related to the prison program. Item will be on for action at next senate meeting.

4.03 AP 4100

Senate President Runyan shared that the catalog rights section of this AP were accidentally removed at some point, and needed to be included. Agreed to bring AP back at next meeting for action.

5. Information

None

6. Reports

6.01 Administration

None

6.02 Senators

None

6.03 LCFA

Andy Rupley advised that LCFA and the District have agreed to 9 tentative agreements (TA's) related to the contract. They are still pending the signatory process, but we should see them completed hopefully soon. LCFA and the District meet again this Friday, 3/13/2020.

6.04 Guided Pathways

Meta-Majors is a continuing discussion, and being worked on. It is currently in Curriculum Committee for discussion.

7. Closed Session : Started at 4:00pm: Ended at 4:18

Baker, Downing, Gardiner, Runyan present.

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Biology Equivalency

Report out of closed session - No action to report

8.01 Adjournment – 4:19pm

(Gardiner/Baker MSCU)

Respectfully Submitted,

T. Downing

Lassen Community College

AP 4021 Program Revitalization or Discontinuance

References:

Education Code Section 78016;
Title 5 Sections 51022 and 55130
ACCJC Accreditation Standard II.A.15

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "Program" is herein defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. For a program's discontinuance, primary consideration will be given to the service the program provides to the college and the community. Budget considerations should not be the primary consideration.

- A. A Program may be considered for discontinuance only if one or more of the following criteria are fulfilled:
- 1) The goals and objectives of the Program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.
 - 2) The Program curriculum no longer aligns with university transfer majors or, General Education requirements of the Program no longer meet industry needs and lack demand in the current job market and the Program's field is not considered an emerging industry or career path.
 - 3) The Program does not meet curriculum standards as defined by Title 5 section 55100.
 - 4) There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced either consistent low enrollment (an average of 50% or more below maximum seat load capacity for courses in the Program over three or four offerings) or statistically significant declining Program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal data.
 - 5) The Program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.
 - 6) There is universal agreement among faculty in a Program that it be merged with or replaced by another related Program.

When a specific Program fulfills one or more of these criteria, the faculty in the Program, college administration, or college Curriculum Committee will contact the Department Chair directly supervising the Program and convene a Program Revitalization/Discontinuance Task Force.

- B. A Program Revitalization/Discontinuance Task Force will consist of the following voting members as well as one non-voting member:
1. At least one faculty member that teaches in the Program, or if they are not available, if necessary, the faculty from a closely related field, as selected by a faculty member who teaches in the Program.
 2. The Department Chair overseeing the Program.
 3. The Dean of Instruction supervising the Program.
 4. A representative from the office of Institutional Effectiveness.
 5. The Articulation Officer or designee from Counseling who does not teach in the Program.
 6. A representative of the Academic Senate who does not teach in the Program.
 7. The chair of the Curriculum Committee or designee who does not teach in the Program.
 8. The Vice President of Academic Services, or designee, shall chair the Task Force as a non-voting member but may vote in the case of a tie.

The Task Force will inform the college community that the Program is being considered for revitalization/discontinuance after several factors are considered using a holistic approach.

In the spirit of good intentions and future enrollment management and planning, the Task Force, a subcommittee of Senate, will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community;
- Needs of the department as the particular class fits in as part of a program;
- Workforce development;
- Currency and accuracy of Program Review;
- Quantitative and Qualitative data;
- Core indicators from Chancellor's Office;
- Local labor market information through EDD (Employment Development Department) and or employer Program Advisory Committees and surveys; North-Far-North Consortium, Centers of Excellence;
- Reputation and skills of program and/or staff;
- FTES generated by program;
- Other funding sources, such as grants or contributions from business and industry;
- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within past three years;
- Special leadership, integration or cross discipline projects in which the program is involved;
- Possibility of merging or replacing Program with a related Program;
- Feedback from the Advisory Board from the affected CTE program.

A public comment session will be called, followed by a closed Task Force meeting in order to decide on one of three directives (see below).

- C. The Program Revitalization/Discontinuance Task Force will give one of the following directives to the college Curriculum Committee in writing:
1. Directive A – Program Continuance: The Program is accepted in its current state.
 2. Directive B – Revitalization Effort: The Task Force will assist Program faculty and other involved parties in developing a process/plan and associated time table to revitalize the Program. Resources will be allocated as necessary; in order to improve Program enrollment, retention, completion and other measures of Program success. Some areas to be considered are: in-depth revision of the Program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

The Task Force will specify the desired levels of improved performance as directed and overseen by the task force chair or designee. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:

- a. Accept the Program in its current state (Directive A);
 - b. Give the Program an extension of two semesters under the current revitalization efforts and, at the end of the extension, the Task Force will reconvene and re-evaluate;
 - c. Create a new plan to improve Program performance. This plan will then be implemented over the following 12 months;
 - d. Discontinue the Program (Directive C).
3. Directive C – Program Discontinuance: The Program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their Program(s) of study in accordance with the rights of students as stipulated in the college catalog.

Office of Primary Responsibility: Office of Instruction

Approved by Senate:

Approved by Consultation Council:



**Monday, April 13, 2020
Consultation Council 3:00 pm via Zoom**

This is a Zoom meeting open to the public

Topic: Consultation Council

Time: Apr 9, 2020 03:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/412870081>

Or iPhone one-tap (US Toll): +16699006833,412870081# or +13462487799,412870081#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 253 215 8782 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 412 870 081

International numbers available: <https://cccconfer.zoom.us/j/412870081>

Or Skype for Business (Lync):

SIP:412870081@lync.zoom.us

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Approval of Agenda

1.03 Approval of Minutes 03/09/2020

2. Governance

2.01 Participatory Handbook and Matrix

3. Consultation

4. Guided Pathways

5. Other-Information/Communication

5.01 M&N Buildings Update

5.02 Business IPR _Adam

5.03 AP4100 Graduation Requirements - Adam

5.04 AP 4021 Program Revitalization or Discontinuance -- Adam

6. Meeting Closing

6.01 Future Meetings: (Information)

6.02 Future Agenda Items

6.03 Adjourn

Consultation Council 3:00 pm via Zoom (Monday, April 13, 2020)

Generated by Tara Bias on Monday, April 13, 2020

1. Meeting Opening

action: 1.01 Call to Order and Roll Call at 3:08 pm Zoom meeting

Tara Bias, Roxanna Haynes, Robert Schofield, Meggin Lewman, Terry Bartley, 530-251-8820, Adam Runyan, Alison Somerville, Anna Pasqua, Andy Rupley, Brady reed, Carol Montgomery, Chad Lewis, David Corley, Andy Rupley, Codi Mortell, Dana Armeson, Jennifer Tupper, Karen Clancy, Kimberly Clain, Bridget Gowin, Lisa Gardiner, Matt Lucas, Shar Murphy, Tiffany Montgomery, Tom Downing, Vickie Ramsey, Yuting Lin, Trevor Albertson, Garrett Taylor

We had quorum.

action: 1.02 Approval of Agenda-approved by consensus

minutes, action: 1.03 Approval of Minutes 03/09/2020- approved by consensus

2. Governance

information, discussion, action, governance: 2.01 Participatory Handbook and Matrix- Classified has not had the opportunity to look over this. Some of our members do not have access to internet. How will they be able to look this to approve changes? We can mail it to them.

3. Consultation

4. Guided Pathways-we have meetings on Tuesdays at 9:00 am now.

5. Other-Information/Communication

information: 5.01 M&N Buildings Update- That work has been paused for a moment. We are having discussions on restarting that conversations. Strong Workforce money will be the funding to rehab these two buildings. Updates will continue to come out to this group. A comment was made that we are not sure what Fall Semester will look like. We are reviewing all recommendations from Chancellor, State, etc. So we might even be able to resume but with social distancing in the classroom if we are directed to do it to keep us going. It seems like we would only be able to get 15 people per class. For enrollment funding, that is not cost effective. Is there going to be a change in the funding formula since we cannot get 35+ students to class?

Are we looking at the possibility of combining classes such as a face to face and online (like a hybrid)? Carie and Roxanna saw another college going to that modality for the future. Robert made the point that he is already doing that via Zoom and recording his classes so other students could watch the class later if needed. If Fall is going to look like this still, we could prepare for it in the next month or so. Is there a more clear picture of how the stimulus money might be dispersed to colleges? Trevor made a call today to clarify. We are getting around \$300,000. Half of that needs to go to students. \$150,000 is a good amount of money to get students laptops and internet access. We have 100 chromebooks and 75 hotspots coming from CalBright (the new online college) to borrow until the end of the summer. They were shipped last Friday. We are hoping to get them by the end of this week. As soon as we get them and they are tagged, we are going to reach out to students. We are trying to figure out a way to ask students if they need a chromebook. If we know any students who are in need, then please let Brady know. We are not extending the semester as far as Brady knows. Faculty has been encouraged to work with students and to be accommodating. Where will Admission and Records storage go if we rehab M&N? That has not been decided yet.

information: 5.02 Business IPR _Adam- It was approved through senate. We hope people looked over it to see the areas that might affect their area, like SSMP, etc. Does anyone have any questions about it? When we bring an IPR through, we need to make sure committees are looking at the part of the IPR that effects their area, such as budgets. An example, in the SSMP, the area that has money budgeted to it for this IPR, is hiring more ISS. We have to make sure we are looking over these. There is no guarantee that these will be fully funded, but we can't put together a comprehensive EMP and budget without getting these IPR's and NIPR's complete.
Approved by consensus

information: 5.03 AP4100 Graduation Requirements – Adam- This got approved last year without having catalogs right in it. So if you look at page 5 you can see the changes added. Any questions? It is important to be in here. Approved by consensus.

information: 5.04 AP 4021 Program Revitalization or Discontinuance – Adam- Program Revitalization and Discontinuance policy. This implements a process. It is a more measured approach. Approved by consensus.

6. Meeting Closing

information: 6.01 Future Meetings: (Information)April 27, May 11, and May 25, 2020-Are we going to be able to have any budget discussions before the end of the year? Yes, Garrett feels it is really warranted. He just needs time to narrow things down more. We have a lot of grey area still. We are asking the tough questions to the chancellor's office. As soon as he can, he will

deliver an update on the budget. Originally we decided to run with P1 numbers. If we count in a 10% deficit plus with our enrollment down, we are looking at maybe closer 2 million or so as a deficit factor. Sacramento is saying the deficit might be closer to 20-25%. They are saying “hold harmless” but then in the same sentence they are talking about increasing the deficit. Trevor is having these conversations with the state, saying we cannot handle the same percentage cut across the board. Did this Zoom meeting work the way it was sent out? Yes. Roxanna will send it out again for the next meeting.

action: 6.02 Future Agenda Items

action: 6.03 Adjourn at 3:59 pm.



Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Program Revitalization or Discontinuance
Code	AP 4021
Status	Active
Adopted	March 10, 2020
Last Reviewed	April 13, 2020

Lassen Community College District Procedure

CCLC No. 4021

Academic Affairs

AP 4021 Program Revitalization or Discontinuance

References:

Education Code Section 78016;
 Title 5 Sections 51022 and 55130
 ACCJC Accreditation Standard II.A.15

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is herein defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. Budget concerns shall not be the primary consideration.

- A. A program may be considered for discontinuance only if one or more of the following criteria are fulfilled:
1. The goals and objectives of the program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.

2. The program curriculum no longer aligns with university transfer majors or, General Education requirements of the program no longer meet industry needs and lack demand in the current job market and the program's field is not considered an emerging industry or career path.
3. The program does not meet curriculum standards as defined by Title 5 section 55100.
4. There are insufficient resources to realistically support the program at a sufficient level of quality and the program has experienced either consistent low enrollment, per the Lassen College Faculty Association (LCFA) contract, or statistically significant declining program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal data.
5. The program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.
6. There is universal agreement among faculty in a program that it be merged with or replaced by another related program.

When a specific program fulfills one or more of these criteria, the faculty in the program, college administration, or college Curriculum Committee will contact the Department Chair directly supervising the program and convene a Program Revitalization/Discontinuance Task Force.

- B. A Program Revitalization/Discontinuance Task Force will consist of the following voting members as well as one non-voting member:
 1. At least one faculty member that teaches in the program, or if they are not available, if necessary, the faculty from a closely related field, as selected by a faculty member who teaches in the program.
 2. The Department Chair overseeing the program.
 3. The Dean of Instruction supervising the program.
 4. A representative from the office of Institutional Effectiveness.
 5. The Articulation Officer or designee from Counseling who does not teach in the program.
 6. A representative of the Academic Senate who does not teach in the program.
 7. The chair of the Curriculum Committee or designee who does not teach in the program.
 8. The Vice President of Academic Services, or designee, shall chair the Task Force as a non-voting member but may vote in the case of a tie.

The Task Force will inform the college community that the program is being considered for revitalization or discontinuance after several factors are considered using a holistic approach.

In the spirit of good intentions and future enrollment management and planning, the Task Force, a subcommittee of Senate, will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community;
- Needs of the department as the particular class fits in as part of a program;
- Workforce development;
- Currency and accuracy of Program Review;
- Quantitative and Qualitative data;
- Core indicators from Chancellor's Office;
- Local labor market information through EDD (Employment Development Department) and or employer Program Advisory Committees and surveys; North-Far-North Consortium, Centers of Excellence;
- Reputation and skills of program and/or staff;
- FTES generated by program;
- Other funding sources, such as grants or contributions from business and industry;
- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within past three years;
- Special leadership, integration or cross discipline projects in which the program is involved;
- Possibility of merging or replacing program with a related program;
- Feedback from the Advisory Board from the affected CTE program.

A public comment session will be called, followed by a closed Task Force meeting in order to decide on one of three directives (see below).

C. The Program Revitalization/Discontinuance Task Force will give one of the following directives to the college Curriculum Committee in writing:

1. Directive A – Program Continuance: The program is accepted in its current state.
2. Directive B – Revitalization Effort: The Task Force will assist program faculty and other involved parties in developing a process/plan and associated time table to revitalize the program. Resources will be allocated as necessary; in order to improve program enrollment, retention, completion and other measures of program success. Some areas to be considered are: in-depth revision of the program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

The Task Force will specify the desired levels of improved performance as directed and overseen by the task force chair or designee. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:

- a. Accept the program in its current state (Directive A);
- b. Give the program an extension of two semesters under the current revitalization efforts and, at the end of the extension, the Task Force will reconvene and re-evaluate;

- c. Create a new plan to improve program performance. This plan will then be implemented over the following 12 months;
- d. Discontinue the program (Directive C).

3. Directive C – Program Discontinuance: The program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their program(s) of study in accordance with the rights of students as stipulated in the college catalog.

Office of Primary Responsibility: Office of Instruction

Approved by Senate: 3/10/20

Reviewed by Consultation Council: 4/13/20

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.

- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.

- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.

- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow

- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements

- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

- October The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
- October Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
- October Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
- November/December Initial meeting of the IPR Team and Senate mentor (if desired).
- November-May The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
- February Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
- August The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
- September The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
- October IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents.
- Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

- Fine Arts (including Art History and Studio Art)
- Humanities (including English)
- Mathematics/Natural Science
- History/Social Science/Sociology/Psychology/Anthropology
- Physical Education

Career/Technical Programs — 2-yr cycle

- Administration of Justice (including related POST information)
- Agriculture
- Automotive Technology
- Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
- Information Systems
- Graphic Design
- Fire Technology
- Gunsmithing (including related NRA)
- Human Services
- Allied Health (including Vocational Nursing, CNA, Medical Assisting)
- Welding Technology

Special Academic Programs — 4-yr cycle

- Athletics
- Developmental Studies
- Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u> ..	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

II. PROFESSIONAL DEVELOPMENT 25

DESCRIPTION/EVALUATION..... 25

PLANNING AGENDA..... 25

III. STUDENT OUTCOMES 26

DESCRIPTION/EVALUATION..... 26

PLANNING AGENDA..... 26

IV. PRIORITIZED RECOMMENDATION 26

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 26

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS..... 26

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN..... 27

SECTION THREE: FACILITIES PLANNING..... 27

I. FACILITIES..... 27

DESCRIPTION/EVALUATION..... 27

PLANNING AGENDA..... 27

II. PRIORITIZED RECOMMENDATIONS 28

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 28

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS..... 28

PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN 28

SECTION FOUR: TECHNOLOGY PLANNING..... 28

I. TECHNOLOGY..... 28

DESCRIPTION/EVALUATION..... 28

PLANNING AGENDA..... 28

II. PRIORITIZED RECOMMENDATIONS 29

PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF..... 29

PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS..... 29

PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN 29

ATTACHMENT A:..... 30

ATTACHMENT B: 31

ATTACHMENT C:..... 32

ATTACHMENT D: 33

ATTACHMENT E:..... 34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

[Click here to enter text.](#)

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Describe any facilities needs identified by assessments of student learning outcomes

[Click here to enter text.](#)

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

ATTACHMENT B**LASSEN COMMUNITY COLLEGE
MASTER PLAN OVERVIEW**

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year
Institution

IGETC Certification

CSU Certification

Transfer to another
Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of
Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
Yuting Lin
Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.



LCC Meeting Minutes

Committee Name: Revitalization/Discontinuance Meeting

Meeting Date: 10/6/20

Meeting Time: 1:00 pm

Meeting Location: Zoom

Attendance: Dean Carie Camacho, Dean Roxanna Haynes, Senate President Adam Runyan, Collen Baker: Senator, Alison Somerville: Articulation Officer/Counselor, Lisa Gardiner: Division Chair, Andy Rupley: Division Chair/Senator, James Kleckner: Art Faculty, Laura Greer: Child Development Faculty

Call to Order (Time): 1:02 pm

Approval of minutes from prior meeting: n/a

Action Items: Each meeting action item should identify who motioned, who seconded, what action (approve / table, etc) and whether the action was unanimous by committee members, or not.

- 1.
- 2.
- 3.

Discussion Items: Brief notes of key points should be identified for each item. Be aware minutes become public documents

1. Reviewed Policy and procedures
2. Goals for this committee- revitalization plan for Child Development, discontinuance for Anthropology, Art History, Geology, and DGD.
3. Suggested to streamline Studio Art required elective section
4. Suggested Laura meet with her Advisory Committee
5. Suggested each instructor meet with their Division Chairs
6. Will meet again in one month with recommendations/suggestions

Adjournment (Time): 1:48 pm

Next Meeting (Dates): Nov. 3, 2020

From: [Carie Camacho](#)
To: [Richard Swanson](#); [Jeffrey L Owens](#); [Cheryl Aschenbach](#); [Cory P McClellan](#)
Cc: [Roxanna A Haynes](#); [James L Kleckner](#); [Lisa Gardiner](#); [Andrew Rupley](#); [Adam P Runyan](#); [Robert Schofield](#); [David A Corley](#); [Alison M Somerville](#); [Laura E Greer](#); [Celeste M Wiser](#); [Yuting F Lin](#); [Colleen P Baker](#)
Subject: Meeting to discuss English degree
Date: Tuesday, October 06, 2020 2:53:50 PM

Hi English Folks,

Our campus is currently reviewing several programs and degrees that may need some revitalization to increase student numbers. Academic Senate developed and approved AP 4021 Program Viability and Discontinuance last semester (an ACCJC requirement) and we're now in the process of reviewing programs. A task force met today and will continue to meet in order to work through the AP 4021 process. We would like to invite an English faculty member to join the group so we can properly review our English ADT.

We realize the English degree and courses are being reviewed through our IPR process so this is the perfect time to join the task force. The group consists of myself, Roxanna Haynes, James Kleckner, Lisa Gardiner, Andy Rupley, David Corley, Alison Somerville, Laura Greer, Adam Runyan, Celeste Wiser, Colleen Baker and an English instructor (please let me know who this will be). Once you send me a name I'll bring you up to speed.

Please feel free to reach out to me with any questions or concerns. Our next meeting is scheduled for November 3 at 1:00pm.

Thank you, Carie



LCC Meeting Notes

Committee Name: Revitalization/Discontinuance Meeting

Meeting Date: 11/3/20

Meeting Time: 1:00 pm

Meeting Location: Zoom

Attendance: Dean Carie Camacho, Alison Somerville: Articulation Officer/Counselor, Lisa Gardiner: Division Chair, Chad Lewis: Curriculum Chair, Andy Rupley: Division Chair/Senator, James Kleckner: Art Faculty, Laura Greer: Child Development Faculty, Senate President Adam Runyan,

Missing: Dean Roxanna Haynes, Collen Baker-Senator

Call to Order (Time): 1:03 pm

Approval of minutes from prior meeting: n/a

Action Items:

No action was taken.

Discussion Items:

1. Reviewed Policy and procedures
2. Discussed- revitalization plan for Child Development, discontinuance for Anthropology, Art History, Geology, and DGD.

Program Discussions:

Art

James provided FTE data on the Art. Concern with covering instructional load with many adjuncts who are in retirement. Art generates many FTE, much is incarcerated program.

ECE

Update on ECE revitalization Laura is actively working on updating curriculum, looking at scheduling for the program, licensing requirements, focused on shortening time to completion

Anthropology, Geology

These programs do not have full time faculty. Completions are virtually nonexistent.

Digital Graphic Design

Digital Graphic Design was in essence discontinued years ago, but proper procedures were not followed so we have been trying to finish students on this degree for years. This degree needs to be inactivated as soon as possible.

Adjournment (Time): 2:00 pm

Next Meeting (Dates): Nov. 10, 2020



LCC Meeting Notes

Committee/Group Name: Revitalization/Discontinuance

Meeting Date: 2/5/21

Meeting Time: 1pm

Meeting Location: Zoom

Committee Members/Invitees: Dean Carie Camacho, Dean Roxanna Haynes, James Klechner: Art Faculty, Chad Lewis: Auto Faculty, Lisa Gardiner: Work Experience Faculty, Alison Somerville: Lead Counselor/Articulation Officer, Adam Ruynan: Counselor/Senate President,

Abs: Robert Schofield: Math Faculty, Andy Rupley: Business Faculty, Colleen Baker: Social Science Faculty, David Corley: IT Director

Review/approval of minutes/notes from prior meeting: completed

Additions/Deletions to Agenda? none

Action Items:

1. Art History AD-T: inactivate the degree and deactivate Art 9 Asian Art. There is no history of graduates in the program and there is no one currently seeking the degree. Lisa 1st, Andy 2nd unanimous vote to discontinue program and Art 9. Directive C: Program Discontinuance
2. Digital Graphics program? There has been a steady decline in digital graphic students and the program lacks FTES. Classes are being ran with 2 to 3 students in them continuously. Chad 1st, Alison 2nd unanimous vote to discontinue the Digital Graphics Program. Directive C: Program Discontinuance.

Discussion Items:

Next Meeting(s): Future Agenda Items:

Monday, February 8, 2021
 Consultation Council 3:00 pm via Zoom-

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members) Dana Armeson, Brenda Hoffman, Tiffany Stone, Roxanna Haynes, Seaira Harrington, Tiffany Montgomery, Carol Growdon, Codi Mortell, Jennifer Tupper, Sandra Jonas (board member), Sue Kelley, Tom Downing, Cathy Harrison, Shar Murphy, Susie Rentfrow, Anna Pasqua, Greg Collins

1. Meeting Opening

1.01 Call to Order and Roll Call at 3:03 pm

1.02 Approval of Agenda –**approved by consensus**

1.03 Approval of Minutes 01/25/2020 - **approved by consensus with the deletion of to the chancellor’s office.**

2. Governance

3. Consultation

3.01 Program Vitality & Discontinuance -- five programs seeking comment -- CIO – Carie Camacho. How do we grandfather our students out that might be in these programs? We review students who have elected that major and offer them the classes they still need to graduate. Once those students graduate the program will dissolve. We did not have this policy in place, but we do now. For the size of our campus, our offerings are too big. We have too many class with only three students in them. Some programs have been revitalized. We haven’t had an Art History graduate in years, so degrees like that need to dissolve. We will still offer some classes like graphic design and geology, they just go towards a different degree. The programs being discontinued or revitalized are will be Geology for Transfer, Anthropology for Transfer, Early

Childhood Education for Transfer (being revitalized not discontinued), Art History for Transfer and Arts in Digital Graphics. This is part of accreditation.

4. Guided Pathway

4.01 Guided Pathways Update-Brady Reed – We have submitted our SOA to the Board of Trustees for tomorrow's meeting. Once it is approved then it will be submitted into NOVA. Trevor and Adam will need to sign it before it is submitted. We have received a grant for \$5,000. That money can be used to pay students for their efforts with campus for student engagement. It must be used by June 30, 2021.

5. Accreditation

5.01 Accreditation Update – Lisa Gardiner- We are reaching out to the different groups.

5.02 Senate-Adam – It is going to be a standing item for senate. We have four items to approve in senate and they are working on standard 3.

5.03 Institutional Effectiveness-David – We will be bringing the updated Institutional Set Standards next meeting after they have gone through senate. They will need our approval. Compliance requirement 2 is being worked on by faculty. We are working on mapping and SLOs. We have already received some and we really appreciate that. Faculty needs to look at the cycle and implement it so we have a circular process with that. Please make sure you turn in your curriculum form with your SLOs and PLSOs. If you have a question, please reach out to Chad Lewis.

5.04 Academic Planning-Carie Camacho- She has a draft that will be completed with all the evidence to Toni Sommer next week.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – The today balance for fund 11 is \$16.931 million, fund 12 is 7.1 budgeted. We are taking the TRAN because they are holding back some money. We are probably good enough without the TRAN but we want to be safe. All this information is in the Board reports.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson – We are slowly bringing our systems back on line from the cyber-attacks. There is zero indication that we have had any data breached. If any students need the 1098-T Susie has them and she can get them to our students. Have student email studentaccounts@lassencollege.edu. We are learning through this breach that we need to make sure our students are able to be contacted and get that information. This is something we need to figure out the logistics and process to do this. The 403 error- go to the address bar and hit enter after the hyperlink it will take you to canvas. The CANVAS app for the phone are working. They can also communicate through their app with faculty. We have been through so much and we keep preserving. Thank you!

7. Meeting Closing

7.01 Future Meetings February 22

7.02 Adjourn at 3:44pm



Tuesday, May 25, 2021
Regular Meeting of the Board of Trustees - 5:30 p.m.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu. Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

Topic: Regular Meeting Board of Trustees

Time: May 25, 2021 05:30 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/92521876493>

Or iPhone one-tap (US Toll): +16699006833,92521876493# or

+13462487799,92521876493#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 925 2187 6493

International numbers available: <https://cccconfer.zoom.us/u/acTqwTXfYz>

Or Skype for Business (Lync):

SIP:92521876493@lync.zoom.us

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

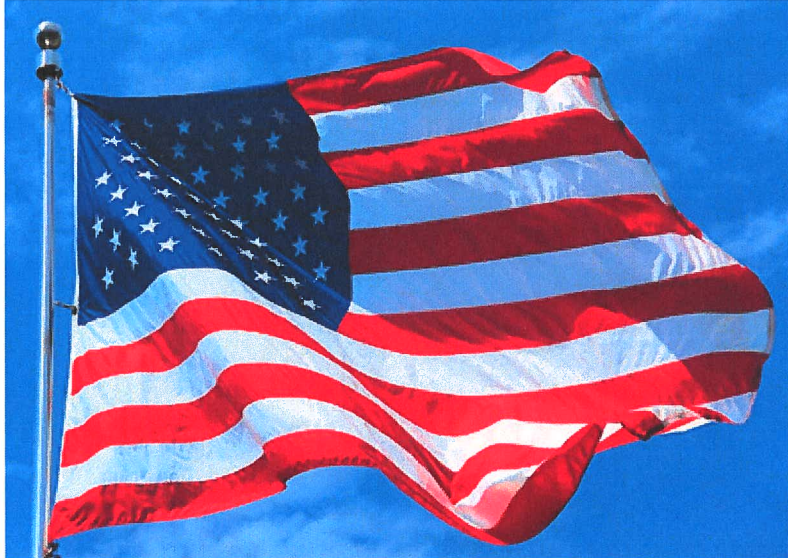
1. Meeting Opening

Subject 1.01 Call to Order and Roll Call
Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category 1. Meeting Opening
Type Procedural

Mrs. Sophia Wages, President
Ms. Kim Dieter, Vice President
Mr. Louis Hamilton
Mrs. Sandra Jonas
Mr. Buck Parks
Mr. David Trussell
Trustee Area 1 Seat - vacant
Student Trustee - vacant

Subject 1.02 Pledge of Allegiance to the Flag
Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category 1. Meeting Opening
Type Procedural

[Click here](#) to learn more information about the Pledge of Allegiance.



2. Public Comment on Closed Session Agenda Items

Subject 2.01 Public Comment on Closed Session Agenda Items
Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category 2. Public Comment on Closed Session Agenda Items
Type Procedural

In accordance with Board Policy and Administrative Procedure 2345, "those wishing to speak should stand and indicate that Agenda item to which they wish to speak." Comments at this time will be limited to items appearing on the Closed Session portion of the Agenda, and will be limited to three (3) minutes pursuant to Board Policy and Administrative Procedures 2345 and 2350.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

Please submit the following information:

1. Name
2. Agenda Item Number
3. Comment

Thank you -

3. Adjourn to Closed Session

Subject	3.01 Adjourn to Closed Session
Meeting	May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Adjourn to Closed Session
Type	Procedural

4. Closed Session

Subject	4.01 Public Employee Discipline/Dismissal/Release (One Matter)
Meeting	May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	4. Closed Session
Type	Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

One Matter

Subject **4.02 Conference with Labor Negotiators (One Matter)**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Closed Session

Type Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Sophia Wages, President, Lassen College Board of Trustees
Employee Organization: Unrepresented Employee - Superintendent/President

Subject **4.03 Public Employee Appointment/Public Employment (One Matter)**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 4. Closed Session

Type Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

5. Reconvene Meeting in Open Session

Subject **5.01 Reconvene Meeting in Open Session**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Reconvene Meeting in Open Session

Type Procedural

Report Roll Call Vote of any action taken in Closed Session and required to be reported to the public.

Subject **5.02 Agenda Approval**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 5. Reconvene Meeting in Open Session

Type Action, Procedural

Recommended Action Recommend approving agenda as presented.

6. Public Comments

Subject **6.01 Call for Requests from the Audience to Speak to any Item on the Agenda**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 6. Public Comments
 Type Information, Procedural

Members of the public may wish to speak to any matter on the agenda prior to Board action; the following procedure shall be followed: Persons wishing to speak must sign in on the "sign in" sheet provided prior to the start of the meeting. Speakers will be called in the order in which they have signed in. At the beginning of the meeting the President of the Board will "Call for Requests from the Audience to Speak to Any Item on the Agenda." At that time, those wishing to speak will be called in order and should stand, state their name, and indicate the Agenda item to which they wish to speak. After the meeting begins and the Agenda item has been introduced by the Superintendent/President or his designee, and before discussion can occur, a motion for action needs to be made and seconded. The order of discussion will be members of the audience and then Members of the Board. The President of the Board will moderate the discussion and will call for a vote on this issue when asked to do so by a member Trustee. Voting on the motion will be by voice vote; either by acclamation or roll call. The decision by the Board of Trustees is Final. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:30 p.m.), via email to: jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

- Please submit the following information:
 1. Name
 2. Agenda Item Number
 3. Comment
 Thank you -

Subject 6.02 Public Comments on Items Not on the Agenda
 Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
 Category 6. Public Comments
 Type Information, Procedural

Addressing the Board on Items Not on the Agenda: Members of the public may wish to address the Board of Trustees on an item that is not on the Agenda. Members of the public wishing to speak must sign up on the "sign in" sheet provided upon entering the Board Room. They should wait and announce their intention to do so when the President of the Board calls for "Comments from the Audience." They will be heard at that time and called in the order on the sign in sheet. The person should rise, go to the podium, make a brief statement covering the essential facts of their concern and then state what remedy or action, if any, they are requesting of the Board. However, the law (Brown Act) permits no discussion or action by the Board at that time because the item had not been previously listed on the Agenda. In accordance with Administrative Procedure 2345, formerly Board Policy #1400, comments will be limited to three minutes, thirty (30) minutes total per comment period, subject to the discretion of the President of the Board.

Revised Procedures for Public Meetings

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

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Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for this Board Meeting via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

- 1. Name
- 2. Agenda Item Number
- 3. Comment

Thank you -

7. Administration

Subject	7.01 Approval of Superintendent/President Contract
Meeting	May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	7. Administration
Type	Action

Recommended Action Recommend the Board of Trustees approve the Superintendent/President's, Dr. Trevor Albertson, employment contract in accordance with Education Code Section 72411 and Government Code Section 54953, subdivision (c)(3) to promote transparency in government operations, as presented.

Background

In accordance with Education Code 72411 and Government Code section 54953, subdivision (c)(3), the District must provide an oral summary of the salary and fringe benefits provided in an executive contract prior to board approval in open session.

54953. Before taking final action on an employment agreement for a local agency executive, or a salary or benefit increase for a current local agency executive, the District must make an oral report to the Board in public session as follows:

Pursuant to Government Code section 54953, subdivision (c)(3), the District will provide an oral summary of the salary and fringe benefits recommended for the local agency Superintendent as follows:

- The term of the employment contract between the District and the Superintendent/President is May 26, 2021 through May 25, 2025;
- It is recommended that the Board approve the Superintendent/President's compensation to be \$240,325.00 effective May 26, 2021 and includes Health and welfare insurance benefits in the amount of \$20,357.47;
- For each year of this Agreement, commencing July 1, 2022, and on each July 1st thereafter, the Superintendent/President's salary shall increase by three percent of the total of the prior year's salary. Excluded from this calculation shall be any compensation provided in sections 7.3, 7.5, and 8.2, below. In addition, subject to a satisfactory performance evaluation, a fixed annual adjustment equal to the funded community college district COLA paid to the District by the State for the applicable college year will be provided. No increase based on funded COLA shall exceed five percent (5%).
 - a monthly car allowance of \$1,000.00 for use of his personal automobile;
 - a mobile communications device;
 - an annual Doctoral stipend of \$2,500.00; and
 - relocation expense of \$15,000.00.

Before making a decision relating to the continued employment of a contract of the local executive this information must be shared with the public in open session.

Status and Analysis

The Superintendent/President's contract was negotiated by the Governing Board at their regular meeting May 11, 2021. Government Code Section 54953 requires that approval of an executive contract must occur in open session as part of the transparency in governmental processes of the District. As a result, the Board of Trustees desires to maintain transparency in government in accordance with the Brown Act and has requested to approve the Superintendent/President's contract in accordance with Government Code section 54953(c)(3).

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?

File Attachments

[Superintendent.President Contract.pdf \(175 KB\)](#)

8. Information Items

Subject	8.01 Calendar of Events
Meeting	May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	8. Information Items
Type	Information, Procedural
Please see "Events" on the Lassen College web site home page.	

Note: At this time all LCC events (on campus, workshops and athletic events) have been suspended until further notice.

9. Future Dates and Reports

Subject **9.01 Future Dates and Reports**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 9. Future Dates and Reports

Type Information

May 28, 2021	Commencement	Gymnasium	5:30 p.m.
June 8, 2021	Regular Meeting	Board Room	5:30 p.m.
July 13, 2021	Regular Meeting	Board Room	5:30 p.m.
July 27, 2021	Workshop Meeting	Board Room	12:00 p.m.
August 10, 2021	Regular Meeting	Board Room	5:30 p.m.

10. Adjournment

Subject **10.01 Adjournment of Meeting**

Meeting May 25, 2021 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category 10. Adjournment

Type Action

Recommended Action Recommend Motion to Adjourn the Regular Meeting of the Governing Board

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, May 25, 2021)

Generated by Julie Johnston on Friday, May 28, 2021

Members present

Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Members absent

Kim Dieter

Meeting called to order at 5:30 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

Trustee Sandra Jonas led the Pledge of Allegiance to the Flag

2. Public Comment on Closed Session Agenda ItemsProcedural: 2.01 Public Comment on Closed Session Agenda Items

None

3. Adjourn to Closed SessionProcedural: 3.01 Adjourn to Closed Session

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into CLOSED SESSION at 5:31 p.m.

4. Closed SessionAction, Discussion, Information: 4.01 Public Employee Discipline/Dismissal/Release (One Matter)**With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):****PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

One Matter

Action Taken by the Board: With regarding to Item 4.01, the Board of Trustees voted unanimously to approve Resolution No. 05.25.2021-4.01 terminating the contract for Dr. Randall Joslin as Interim Vice President of Administrative Services and returning Dr. Joslin to his previous position as Director of Institutional Effectiveness effecting July 1, 2021 at his current monthly salary.

Action, Discussion, Information: 4.02 Conference with Labor Negotiators (One Matter)*With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:***CONFERENCE WITH LABOR NEGOTIATORS**

Agency Designated Representative: Sophia Wages, President, Lassen College Board of Trustees

Employee Organization: Unrepresented Employee - Superintendent/President

Action Taken by the Board: With regard to Items 4.02 and 4.03, the Board of Trustees completed the negotiation of the Superintendent/President's contract.

Action, Discussion, Information: 4.03 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: With regard to Items 4.02 and 4.03, the Board of Trustees completed the negotiation of the Superintendent/President's contract.

5. Reconvene Meeting in Open Session

Procedural: 5.01 Reconvene Meeting in Open Session

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into OPEN SESSION at 6:04 p.m.

Dr. Albertson stated he would like to make a comment with regard to Item 4.01 and that this is not because of cause. Termination is just a technical term. Dr. Albertson advised that we need a researcher and as a result Dr. Joslin will be moving back to that position. Dr. Albertson stated he wanted to state this so everybody is advised of what is going on. This was done with no malice or cause.

Action, Procedural: 5.02 Agenda Approval

Motion by Buck Parks, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: Kim Dieter

6. Public Comments

Information, Procedural: 6.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 6.02 Public Comments on Items Not on the Agenda

The following statement was submitted by Christi Myers and read by Julie Johnston:

Greetings Board Members, This year has been an incredible year for LCC Nursing. We will be honoring our LVN graduates this coming Saturday with a Traditional Nurse Pinning Ceremony. The ceremony will be broadcasted on Facebook live, however we would like to invite you to attend the in-person ceremony as our guests if you are available. We will be celebrating the accomplishments of our 16 graduates this Saturday May 29th, 2021 at 3:00 PM in the afternoon at Community Church at 1400 Numa Rd Susanville CA 96130. We hope you can join us online or in-person!

Thank you - **Christi Myers, RN**, Nursing & Allied Health Director

7. Administration

Action: 7.01 Approval of Superintendent/President Contract

President Sophia Wages read the following statement:

In accordance with Education Code 72411 and Government Code section 54953, subdivision (c)(3), the District must provide an oral summary of the salary and fringe benefits provided in an executive contract prior to board approval in open session.

54953. Before taking final action on an employment agreement for a local agency executive, or a salary or benefit increase for a current local agency executive, the District must make an oral report to the Board in public session as follows:

Pursuant to Government Code section 54953, subdivision (c)(3), the District will provide an oral summary of the salary and fringe benefits recommended for the local agency Superintendent as follows:

- The term of the employment contract between the District and the Superintendent/President is May 26, 2021 through May 25, 2025;
- It is recommended that the Board approve the Superintendent/ President's compensation to be \$240,325.00 effective May 26, 2021 and includes Health and welfare insurance benefits in the amount of \$20,357.47;
- For each year of this Agreement, commencing July 1, 2022, and on each July 1st thereafter, the Superintendent/President's salary shall increase by three percent of the total of the prior year's salary.

Excluded from this calculation shall be any compensation provided in sections 7.3, 7.5, and 8.2, below. In addition, subject to a satisfactory performance evaluation, a fixed annual adjustment equal to the funded community college district COLA paid to the District by the State for the applicable college year will be provided. No increase based on funded COLA shall exceed five percent (5%).

- Accrue two (2.0) days of vacation pay for each full month of employment during the term of this Agreement (24 days per year);
- A car allowance of \$1,000 per month for use of his personal

automobile;

- A mobile communications device;
- An annual Doctoral stipend of \$2,500; and
- Relocation expense of \$15,000

Before making a decision relating to the employment of a contract of the local executive this information must be shared with the public in open session.

Motion by Buck Parks, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: Kim Dieter

Dr. Albertson advised that this is not about him. It has been a year and a half of rough times for this college and not of our doing. We would not be here without everyone. This is about those that keep this college going, the faculty and staff. Thank you to everyone. President Wages stated she wished to give a thank you to the committee that put together the applicants to come forward and brought them forward to make things easier. This included two community members. President Wages stated she does appreciate it. We got the right candidate.

8. Information Items

Information, Procedural: 8.01 Calendar of Events

President Wages referred those present to the Events tab on the website.

9. Future Dates and Reports

Information: 9.01 Future Dates and Reports

May 28, 2021	Commencement	Gymnasium	5:30 p.m.
June 8, 2021	Regular Meeting	Board Room	5:30 p.m.
July 13, 2021	Regular Meeting	Board Room	5:30 p.m.
July 27, 2021	Workshop Meeting	Board Room	12:00 p.m.
August 10, 2021	Regular Meeting	Board Room	5:30 p.m.

10. Adjournment

Action: 10.01 Adjournment of Meeting

Motion by Buck Parks, second by Louis Hamilton

Final Resolution: Motion carries.

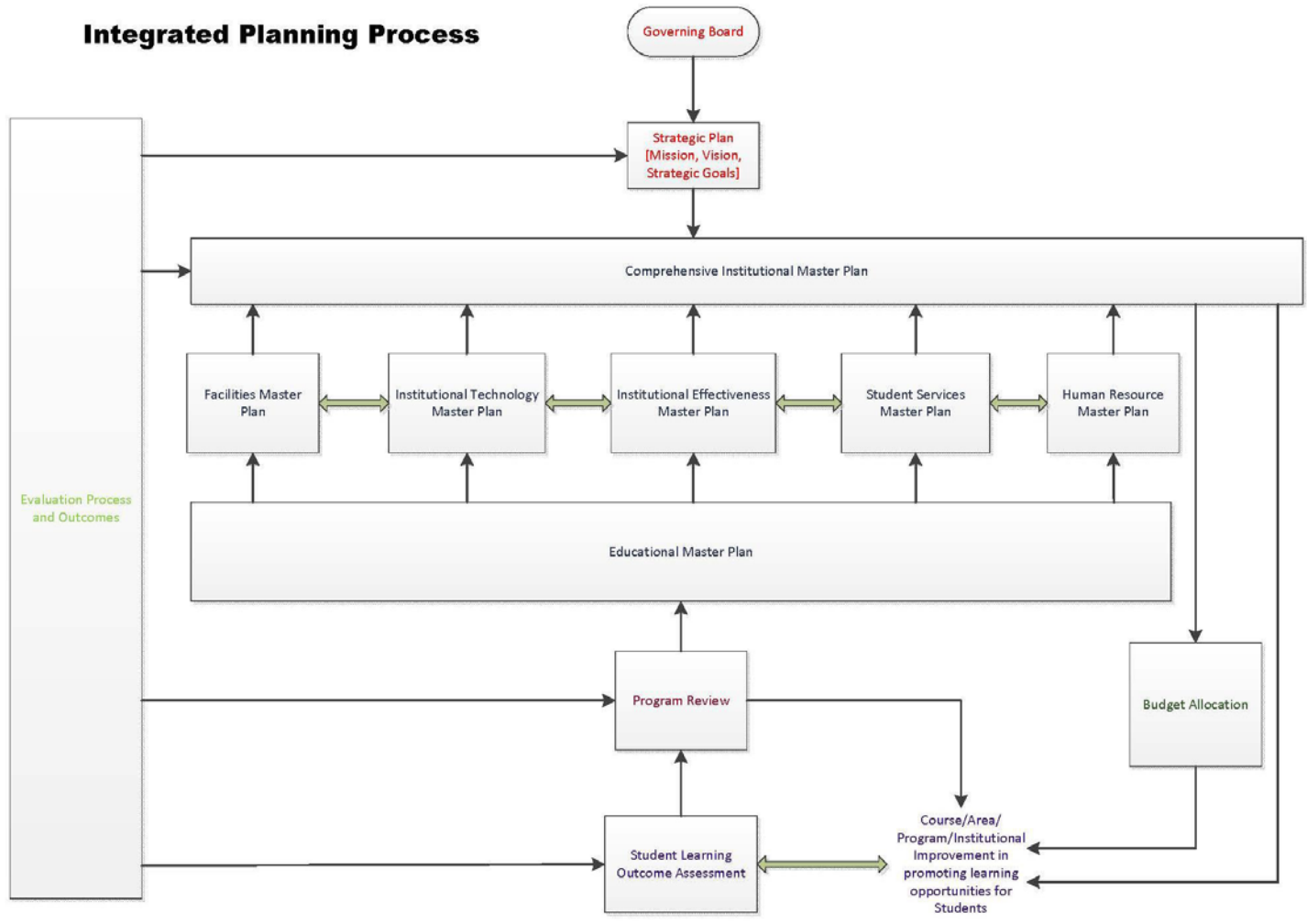
Ayes: Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

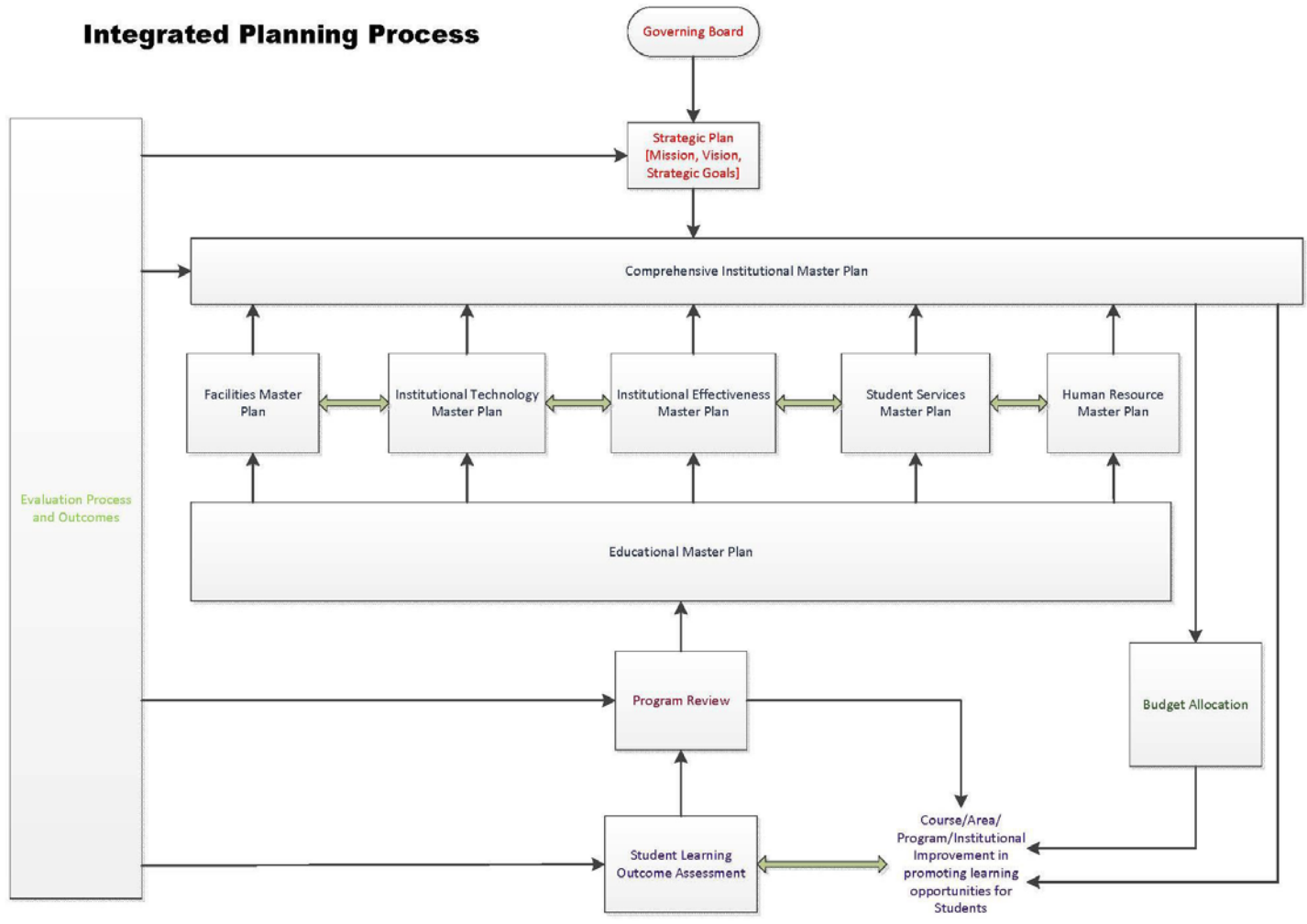
Absent: Kim Dieter

The meeting adjourned at 6:13 p.m.

Integrated Planning Process



Integrated Planning Process



Line Item	For inclusion in:	Source	Strategic Goal	Planning Agenda Item(s)
1	EMP	Math IPR	2,3,4	1 FT Math Instructor
2	EMP	EMP	2,3,4	1 FT Geology/Physical Science Instructor
3	EMP	2014 Athletics IPR	2,3,4	1 Adjunct Cross-Country Coach
4	EMP	2017 Welding IPR	1	1 FT faculty
5	EMP	2018 Natural Science IPR	2,3,4	Hire an additional Instructional Support specialist II to adjust additional faculty hires and mathematics lab activities
6	EMP	Athletic IPR	1,2,3,4	Paid Assistant Coaches
7	EMP	EMP	1,2,3,4	1 FT Automotive Technology Instructor
8	EMP	2016 Correspondence NIPR	2,4	Hire part time (20 hr. per wk.) Administrative Assistant I - Correspondence
9	EMP	EMP	2,3,4	1 FT English/Speech Instructor
10	EMP	AGR IPR	1,2,3,4	1 FT Agriculture Instructor
11	EMP	Vocational Nursing IPR	1,2,3,4	1 FT Health Occupation Instructor
12	EMP	EMP	1,2,3,4	1 FT Foreign Language Instructor
13	EMP	2020 Business IPR	1	1 FT Faculty
14	EMP	2020 Business IPR	3	1 Instructional Support Specialist 3
15	SSMP	Athletics		Funds for Paid Assistant Coaches
16	SSMP	Counseling	4	Student Success Support Admin Assistant
17	SSMP	Counseling	4	Counselor (additional incarcerated counselor)

18	IEMP	IE NIPR 2016	1, 3, 4	Research Analyst
19	IEMP	2014 Marketing & Public Information NIPR	1	Marketing and Public Information Officer
20	IEMP	2014 Marketing & Public Information NIPR	1,3	Web Master Position
21	IEMP	2014 Governance Annual Update	1, 3	Review the need to add or restructure administrative assistant support for governance
22	ITMP	IT NIPR	1,3	Information Technology Specialist III
23	ITMP	IT NIPR	1,3	Information Technology Specialist III (reclassification)
24	ITMP	IT NIPR	1,3	Information Technology Specialist III (reclassification)
25	ITMP	IT NIPR	1,3	Information Technology Specialist II
26	ITMP	Marketing NIPR	1,3	Web Master Position
27	FMP	2018-2023 Facilities NIPR	1,3,4	Administrative Assistant IV
28	FMP	2018-2023 Facilities NIPR	1,3,4	Maintenance Custodian

29	FMP	2018-2023 Facilities NIPR	1,3,4	Maintenance Specialist II – Grounds
30	FMP	2018-2023 Facilities NIPR	1,3,4	Maintenance Specialist IV – Multi-Trade
31	FMP	2018-2023 Facilities NIPR	1,3,4	Maintenance Specialist II
32	HRMP	Human Resources NIPR	1,2	Human Resources Generalist
33	HRMP	Fiscal NIPR	1,3	Fill vacant Accountant III position
34	HRMP	Fiscal NIPR	1,3	Reclassification to Accountant III
35	HRMP	Fiscal NIPR	3	Hire Purchasing Assistant
36	HRMP	Fiscal NIPR	3	Hire ½ Purchasing Assistant

Implementation Timeframe	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Master Planning Chairs Priority	College Priority
2018-19	\$84,000.00	Both on-campus and prison assignments	1	1		
Fall 2018	\$84,000.00	Both on-campus and prison assignments	3	2		
2015-16	\$15000 - \$25,000	Increased enrollment, co-ed sport	9	3		
Fall 2019	\$84,000	Offer new courses for advanced manufacturing program/increase FTE's		4		
Spring 2019	\$40,000	Provide support for more student-centered opportunities in the classroom. Increased student success. Mitigation of student success issues arising from AB 705 problems		5		
2018-19	\$40,000.00		10	6		
2018-19	\$84,000.00	Anticipate increased enrollment because of NATEF certification	4	7		
2018-19	\$19,000.00	Student success	1	8		
2018-19	\$84,000.00	Both on-campus and prison assignments	1	9		
2018-19	\$84,000.00		6	10		
2018-19	\$84,000.00		1a	11		
Fall 2018	\$84,000.00	Both on-campus and prison assignments	5	12		
Fall 2020	\$84,000	Higher student completion		13		
Summer 2020	unknown	Increased retention/completion		14		
2021-2022	\$60,000		2	2		
2021-2022	\$46,863.26 (salary and benefits)	Approved, in progress	1	1		
2021-2022	\$125,000 (salary and benefits)	Serve our growing incarcerated program	2	3		

2021-22	\$95,000	Full Time Research Analyst		1		
2021-22	\$115,000.00	Increased awareness and new student enrollment and strengthen the department capabilities		2		
2021-22	\$107,000	One person dedicated to the web needs of the college		3		
2021-22	\$75,000	Improved Governance process		4		
2021-22	\$107,000	Hire Information Technology Specialist III Position	1	1		
2021-22	\$8,500	Reclassify existing Information Technology Specialist II employee to a Information Technology Specialist III	2	2		
2021-22	\$8,500	Reclassify existing Information Technology Specialist II employee to a Information Technology Specialist III	3	3		
2021-22	\$97,500	Hire Information Technology Specialist II Position	4	4		
2021-22	\$107,000	Hire one person dedicated to the web needs of the college	3	5		
<u>2021-2022</u>	\$76,000	Increased Departmental Efficiency/Continuity	1	1		
<u>2021-2022</u>	\$61,000	Increased basic health and safety services	2	2		

<u>2022-2023</u>	\$69,200	Increased Maintenance Effectiveness	3	3		
<u>2023-2024</u>	\$83,000	Increased Maintenance Effectiveness	4	4		
<u>2024-2025</u>	\$69,200	Increased Maintenance Effectiveness	5	5		
2021-2022	\$98,046.38	Increased service quality	1	1		
2021-2022	\$86,276.00	Efficient and effective management of financial resources, and responsible stewardship of public trust/resources	1	2		
2021-2022	\$6,000.00	Efficient and effective management of financial resources, and responsible stewardship of public trust/resources	2	3		
2022-2023	\$68,333.00	Increased Efficiency, manage human resource	3	4		
2023-2024	\$24,000.00	Increased Efficiency, Correspondence support	4	5		

Funding Source	Status	Notes
General		
General		
General		
General		
General		
General		
General		
General		
General		
General		
General		
General		
General		
General		
Possibly Funding in Categorical		
Possibly Funding in Categorical		

Essential due to new Student Centered Funding Formula		
If restructure administrative assistant support then budget item is not needed		
General Fund		
General Fund		
General Fund		
General Fund		
General Fund		
GF		
GF		

Lassen Community College

**Institutional Planning
and
Budget Development Process Handbook**



2020-2021

Adopted by the Lassen Community College Academic Senate – 11/25/20
Presented to Consultation Council – 12/7/20

Table of Contents

PLANNING AND BUDGET DEVELOPMENT PROCESS.....	3
EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS.....	4
LASSEN COLLEGE DISTRICT STRATEGIC PLAN.....	5
PLANNING/BUDGET DEVELOPMENT CALENDAR.....	9
Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT	12
Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA	15
Appendix D: Glossary of Terms	16
Appendix E: LCC Evaluation Survey – Planning Committees	20
Appendix F: LCC Evaluation Survey – Constituent Groups.....	22
Appendix G: : LCC Evaluation Survey – Individuals.....	23

PLANNING AND BUDGET DEVELOPMENT PROCESS

Title 5 of the California Code of Regulations requires that the “[Community College] District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the districts educational planning” (Appendix A: Title 5 Section 58311). Lassen Community College’s planning and budget development process operates within this context.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning document and budget will reflect the college mission statement and strategic goals as established by the Governing Board and presented in Section II – Institutional Section (Appendix B: Mission Statement and Strategic Goals).

The institutional planning and budget development process begins with the instructional program review (IPR) and non-instructional program review (NIPR). The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section I – Institutional Effectiveness, Section II - Educational Master Plan, Section III – Student Services Plan, Section IV - Institutional Technology Plan, Section V - Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan).

The schedule of program reviews is provided in the Instructional and Non-instructional Program Review Handbooks. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years. There are also yearly updates for academic and career technical education that follow the same process when needed for changes in curriculum or budgeting. Area administrators will remind program managers when their program review is due. Academic Senate reminds faculty yearly of due dates for instructional program reviews.

The President’s Office will monitor the program review process. The Governing Board will accept each IPR and NIPR. Upon Board acceptance, the Program Review’s Prioritized Recommendations will be entered by the Director of Institutional Effectiveness and Research in a spreadsheet or database. The spreadsheet with all recommendations from the prior year will be provided to the Academic Planning, Institutional Effectiveness Planning, Facilities Planning, Student Services, Human Resource and Institutional Technology Planning Committees.

- The Office of the President is responsible for housing all the current institutional planning documents and for assuring completion of program reviews as scheduled.
- Copies of institutional planning documents and program reviews are placed on the college website.

Regarding the development of the budget, the Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the Budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.

Budget principles, as presented in Appendix C, are stated in each District Budget document. The following guidelines additionally apply to the development of the Budget:

- a. One-time revenues will be allocated to one-time expenditures; on-going expenditures shall be covered from on-going revenues.
- b. Year-end balances are not budgeted for ongoing expenses.
- c. Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.
- d. Contractual obligations and fixed costs are budgeted first.
- e. New positions must be fully funded: salaries, benefits, and support expenses.

EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS

The Planning and Budget Development Process is evaluated annually in conjunction with the Governance Process in late April through May. Adoption of the evaluation timeline and any changes to the evaluation instruments is the responsibility of Consultation Council. The evaluation process consists of distribution of evaluation instruments to each of three components:

1. Planning Committee Self-Evaluation Surveys
 - Academic Planning
 - Consultation Council/Strategic Planning
 - Human Resource Planning
 - Institutional Effectiveness Planning
 - Institutional Technology Planning
 - Student Services Planning
 - Facilities Planning
2. Constituent Group Evaluation Surveys
 - Management/Confidential
 - Associated Student Body
 - Classified
 - Administration
 - Academic Senate
3. Individual Surveys (surveymonkey).

The survey results are compiled and presented to Consultation Council by the Director of Institutional Effectiveness and Research for discussion and acceptance of recommendations for inclusion in the next year's handbook. A subcommittee of the Academic Senate including appointees from Consultation Council meets in late May or early June to revise and update the *Institutional Planning and Budget Development Handbook* based upon the accepted recommendations. The Academic Senate acts on the subcommittee recommendations by July and forwards the approved handbook to Consultation Council/Strategic Planning Committee as an information item.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December ____, 2020

Vision

- ❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region’s image, economy, and human capital, and an example of a “we can” culture” of collective impact by being:
 - The academic leader by ensuring quality instruction and encouraging student success
 - The educational leader by expanding outreach and student access with an equity mindset
 - The trusted steward by providing capable leadership and accountability
 - The economic and workforce development leader for the community
 - The cultural leader in the community
 - The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

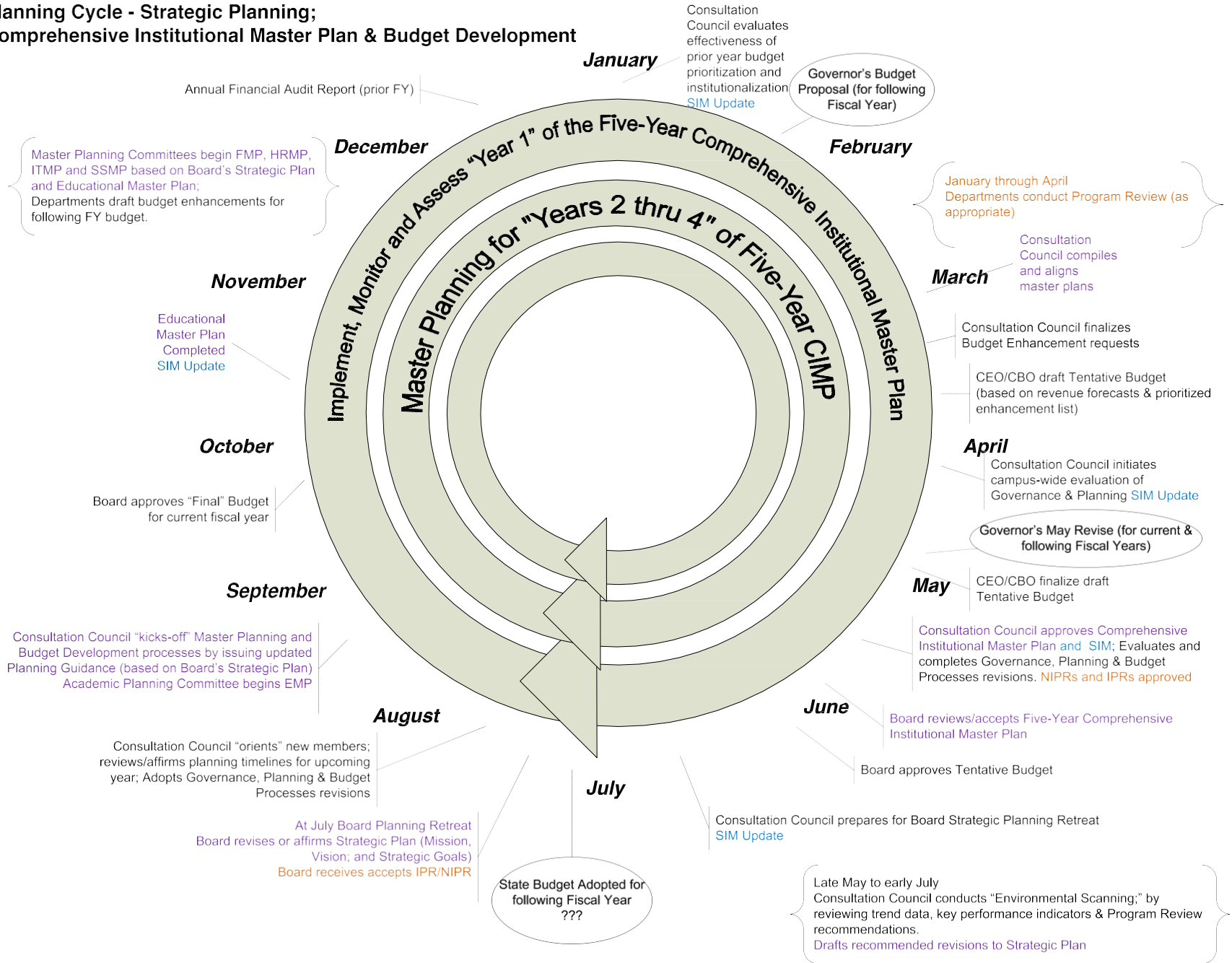
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

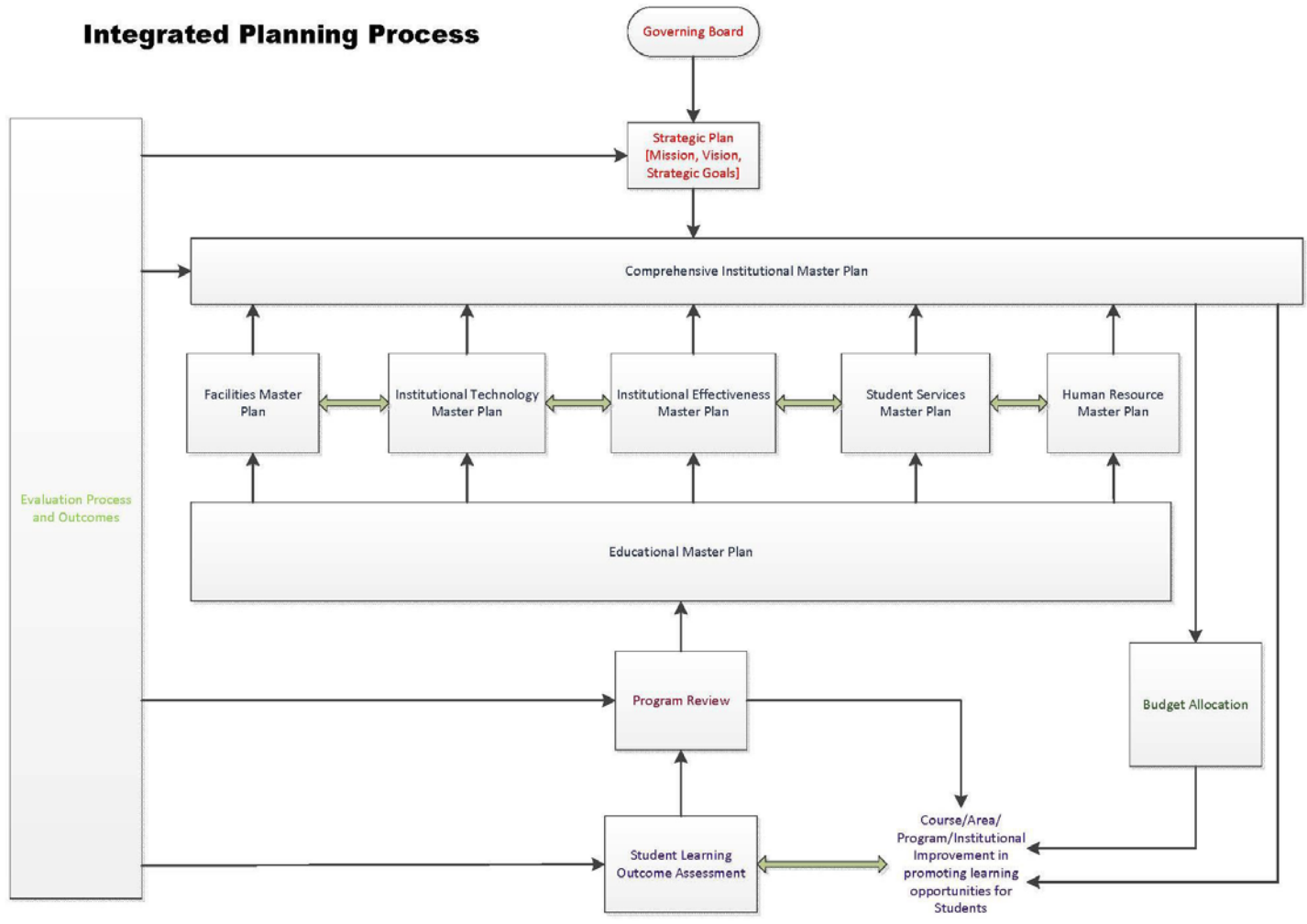
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



**Planning Cycle - Strategic Planning;
Comprehensive Institutional Master Plan & Budget Development**



Integrated Planning Process



Planning & Budget Input Process Flow Chart



PLANNING/BUDGET DEVELOPMENT CALENDAR

(Orange type = Planning, Black type = Budget Development)

JULY

- Governing Board Planning Retreat
 - Strategic Plan – 1st read at July Governing Board Retreat
 - Presentation of Compiled and Analyzed Data
 - Presentation of Previous Year's Action Plan Evaluation Matrix
 - Presentation of progress on Key Performance Indicators
- Update of *Annual Fact Book* published
- Adoption of revised Institutional Planning and Budget Development Process Handbook by the Academic Senate

AUGUST

- Consultation Council/Strategic Planning Committee develops annual budget prioritization criteria
- Governing Board adoption of Strategic Plan
- Presentation of revised Institutional Planning and Budget Development Process Handbook to Consultation Council

SEPTEMBER

- Presentation of instructional program reviews, non-instructional program reviews, and annual updates to Consultation Council/Strategic Planning Committee and forwarded to Governing Board
- IE office will send the IPR and NIPR data out
- Distribution of Institutional Planning and Budget Development Process Handbook, and Current Year Fiscal Updates/Budget Assumptions
- Governing Board approval of final budget
- Associate Dean of Institutional Effectiveness and Research compiles recommendation from previous years' program reviews and annual updates into spreadsheet
- Status Report of Previous Years Budget Prioritization Spreadsheet presented to Consultation Council – Budget Prioritization Tracking Matrix 1st Quarter Update
- Academic Planning Committee works on development of Educational Master Plan
- Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to determine format of annual master plans.

OCTOBER

- Program Review Recommendation Spreadsheet from previous year program reviews and annual updates forwarded to planning committees by office of Institutional Effectiveness and Research. Recommendations prioritized by the program must include budget needs and requests information as well as justifications from Comprehensive Institutional Master Plan and primary budget prioritization criteria. The same resource allocation process will be utilized for all funding sources.
- Consultation Council/Strategic Planning Committee adoption of Educational Master Plan

- **Status Update on Progress on Annual Planning Agenda (Action Plan Evaluation Matrix) presented to Consultation Council**
- Unit level members (divisions for instructional areas and program areas for non-instructional areas) will meet to prioritize budget requests for unit (division or program area) based on the adopted budget prioritization criteria.
- The prioritized spreadsheet of budget requests for each area will be forwarded to area dean, the office of Institutional Effectiveness and Research, and Consultation Council for inclusion in minutes.
- **Planning Committee Chairs meet as sub-committee of Consultation Council/Strategic Planning to review budget recommendations.**
- **Facilities Planning, Human Resource Planning, Institutional Effectiveness Planning, Institutional Technology Planning and Student Services Planning Committees work on development of Master Plans based on Educational Master Plan**

NOVEMBER

- Area administrators will prioritize area budget requests on the spreadsheet based on the adopted budget prioritization criteria in consultation with appropriate planning committee.
- Prioritized list will be forwarded by the area dean to the office of Institutional Effectiveness and Research. and the Consultation Council/Strategic Planning Committee
- **Consultation Council adoption of Institutional Effectiveness Master Plan and Student Services Master Plan**

DECEMBER

- **Consultation Council adoption of Institutional Technology Master Plan**
- Budget Prioritization Tracking Matrix 2nd Quarter Update

JANUARY

- The Chief Business Officer monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The Chief Business Officer will advise the President's Cabinet of any projected budget shortfalls potentially impacting staffing levels.
- The President's Executive Cabinet will forward recommendations based on the projections to the Consultation Council/Strategic Planning Committee prior to any consideration of institutional prioritization of budgetary requests.
- Consultation Council may conduct Listening Forums for campus input
- **Consultation Council adoption of Facilities Master Plan**

FEBRUARY

- Discussions by Consultation Council/Strategic Planning Committee on the recommendations received from the President's Cabinet will occur prior to the third week in February.
- Consultation Council/Strategic Planning Committee will evaluate all budget requests prioritized by unit level managers and area deans. Institutional priorities will be assigned to each budget request.
- The prioritized list (spreadsheet) will be distributed to the campus community at the end of February.

MARCH

- Consultation Council/Strategic Planning Committee will hold open forum budget meetings.
- Funding categories will be assigned to the prioritized list by the Chief Business Officer.

- The recommended prioritized list will be forwarded to President for his consideration and published with Consultation Council minutes.
- Environmental Scan Data Compiled
- Consultation Council adoption of Human Resources Master Plan
- Budget Prioritization Tracking Matrix 3rd Quarter Update

APRIL

- Consultation Council acceptance of master plan revisions as a result of other plans developed since initial adoption.
- Consultation Council/Strategic Planning Committee adoption of the Comprehensive Institutional Master Plan

MAY

- Annual Report on NIPR SLO/AUO Assessment Results (Office of Institutional Effectiveness and Research)
- Annual Evaluation of the planning and governance process conducted by Consultation Council/Strategic Planning Committee
- The Chief Business Officer will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Unit.
- The President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan, presentation to the campus and Governing Board.
- Cut-off date for processing of purchase requisition.

JUNE

- Budget Prioritization Tracking Matrix 4th Quarter Update
- Academic Senate/Strategic Planning Subcommittee incorporated recommendations from the annual evaluation process revising the Institutional Planning and Budget Development Process Handbook
- The President will submit the tentative budget to the Lassen Community College District Governing Board for approval

Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT

Title 5. Education

Division 6. California Community Colleges

Chapter 9. Fiscal Support

Subchapter 4. Budgets And Reports

Section 58311

In any organization certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress. The following principles shall serve as the foundation for sound fiscal management in community college districts:

1. Each district shall be responsible for the ongoing fiscal stability of the district through the responsible stewardship of available resources.
2. Each district will adequately safeguard and manage district assets to ensure the ongoing effective operations of the district. Management will maintain adequate cash reserves, implement and maintain effective internal controls, determine sources of revenues prior to making short-term and long-term commitments, and establish a plan for the repair and replacement of equipment and facilities.
3. District personnel practices will be consistent with legal requirements, make the most effective use of available human resources, and ensure that staffing costs do not exceed estimates of available financial resources.
4. Each district will adopt policies to ensure that all auxiliary activities that have a fiscal impact on the district comport with the educational objectives of the institution and comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.
5. Each district's organizational structure will incorporate a clear delineation of fiscal responsibilities and establish staff accountability.
6. Appropriate district administrators will keep the governing board current on the fiscal condition of the district as an integral part of the policy- and decision-making processes.
7. Each district will effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, staff, and students.
8. Each district will have an adequate management information system that provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision-making, and budgetary control.
9. Each district will adhere to appropriate fiscal policies and procedures and have adequate controls to ensure that established fiscal objectives are met.
10. District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.
11. District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the district educational planning.

12. Each district's capital outlay budget will be consistent with its five-year plan and reflect regional planning and needs assessments. To the extent that the foregoing principles repeat or paraphrase mandates already in existence, these underlying mandates shall continue to be legally binding. Otherwise these principles, by themselves, shall be applied to the extent that existing state and district funding is available.

Appendix C: LCC 2019-2020 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA

BUDGETING PRINCIPLES:

- Transparency
- Broad participation
- Balanced
- Conservative
- Complete/comprehensive (including long term obligations)

BUDGET GUIDELINES AND PRIORITIES:

- Align with College's Strategic Plan (Vision/Mission/Values/Strategic Goals)
- Achieve Strategic Goals – ensuring student success, expanding services and access (growth).
- Transfer resources from indirect (internal) services to prioritize services that directly support student success and program growth.
- Mitigate future risk and avoid future cost increases by finding external (outsourced) solutions for high-risk administrative services.
- Align categorical/restricted programs with Strategic Goals; to the degree possible and allowable, use those funds to support on-going District expenditures even if on a one-time basis. Make maximum use of pro-offered “flexibility with Categorical funds.”
- Recommend level of reserves equal to 15% [approximately two (2) months of operations] – Board Policy 6200 - Budget Preparation.
- To accommodate cash flow shortfalls, implement a disciplined spending plan tied to cash-flow projections with centralized spending control.
- Use inter-fund borrowing in preference to external borrowing, due to added costs and potential conflicts between scheduling of repayment and deferred apportionment.

2019-2020 BUDGET PRIORITIZATION CRITERIA (adopted by the Consultation Council/Strategic Planning Committee – November 5, 2018):

1. **Statutory Mandates and Fixed Costs** – Items we have no control over and which are necessary for the daily operation of the college: salary step increases, benefit increases (STRS, PERS, health, workers comp, etc.), contract agreements, utility increases, software/lease agreement increases.
2. **Regulatory Mandates** – Items that are required by another body, including legislature or Chancellor's Office. These should be brought forward in a program review or addendum since advanced notice is generally given. Evidence of the mandate must be provided.
3. **Health and Safety** – Items determined by administrators to be immediate risks to health and safety will be handled immediately with existing funds and will not go through the budget process. Items addressing health and safety risks as identified in program reviews and/or by Safety Committee will be initially prioritized by Facilities Master Plan and Safety Committees.
4. **Implementation of Strategic Goals** – Items may range from maintenance of existing facilities and programs to program growth, with an emphasis on items supporting or enhancing student learning and success and on items originating in the program review process.

Appendix D: Glossary of Terms

Abatement: The return of part or all of an item of income or expenditure to its source.

Accounting System: (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures, which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Administrative Unit Outcomes (AUOs): Similar to SLOs, administrative outcomes determine what the expected outcomes are for offices and departments that provide services and administrative support rather than instruction.

Annual Appropriation Limit (Gann Limit)

Apportionment: Allocation of state or federal aid, district taxes, or other moneys to community college districts or other governmental units.

Appropriation for contingencies: (formerly termed Undistributed Reserve) That portion of current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year. (becomes the "ending balance" at June 30, and the "beginning balance" at July 1.

Budget: A plan of financial operation for a given period for specified purposes consisting of an estimate of income and expenditures.

Budget document: The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Capital Outlay: The acquisition of fixed assets or additions to fixed asset, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Charts of Accounts: A systematic list of accounts applicable to a specific entity.

Community Services: Educational, cultural, and recreational services, which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contract Services: Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Current Expenses of Education (CEE): EC 84362, CRR 59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in laws and regulations.

Current Liabilities: Amount due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Deferred Income: Revenue received prior to being earned such as bonds sold at a premium, advances received on federal or State program grants, or registration fees received for a subsequent period.

Deficit: Excess of liabilities over assets.

Direct Expenses or Costs: Expenses that can be separately identified and charged as a party of the cost of an activity, department, services, or a product.

Employee Benefits: Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contribution to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Entitlement: An amount of money to which an entity has a right as determined by the granting or awarding party.

Expenses of Education: This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditure 1000 through 5000 and all expenditures of activity from 0100 to 6700.

Expenses: Expenditures made or liabilities incurred for goods and services used in the current year.

Fiscal Year: For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year which can by agreement begin at any time and end one year later.

Fixed Assets: Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

Fixed Costs: Those costs, that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

Full-time Equivalent (FTE) Employees: Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work-load of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be $380/40$ or 9.5 FTE.

Full-time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES)

is one of the workload measures used in computation of state support for California Community Colleges (see form CCF-320, “Apportionment Attendance Report”).

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance: The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

General Fund: The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Indirect Cost: Elements of cost necessary in the operation of the Local Educational Agency (LEA) or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such a determination exceeds the benefit of the determination.

Instructional Aide: A person employed to assist classroom instructors and other certificated personnel in the performance of their duties; in the supervision of students; and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor (EC 88243)

Liabilities: Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past, which must be liquidated, renewed, or refunded at some future date.

Long-term Debt: A loan that extends for more than one year from the beginning of the fiscal year.

Non-Instructional Program Review (NIPR): A program review completed by areas that do not have instructional responsibilities. In cases where a program provides instruction as well as support or services, an IPR will be completed.

Prepaid Expenses: Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums or unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Program Accounting: A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Restricted Accounts: Cash and/or other assets, which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Sales and Use Tax: A tax imposed upon the sale of goods and services. The use tax is paid in lieu of sales tax on goods purchased outside the state, but intended for use in the state.

Self-Insurance Fund: An Internal Service Fund designed to account for income and expenditures of self-insurance programs.

Student Learning Outcomes (SLOs): The expected knowledge, skills or attitudes students will have after completing a course, program, or leaving the institution after accomplishing an academic goal.

Appendix E: LCC Evaluation Survey – Planning Committees

Lassen College Planning, Budgeting and Governance Process Review Planning Committee Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

When answering these questions consider the “planning process” the process used to create the Comprehensive Institutional Master Plan; including but not limited to the work of planning committees (Academic Planning, Student Services Planning, Institutional Effectiveness Planning, Institutional Technology Planning, Facility Planning, Human Resource Planning etc.) as well as the recommendations from IPR and NIPRs and analysis of student learning and administrative unit outcome results.

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc.) does your committee need to perform your assigned tasks?
5. Do you feel your contribution to the planning process is necessary?

6. Do you feel your contribution to the planning process is valued?

Governance Section

1. Did your committee perform during the preceding year as identified in the committee's charge?
2. Identify results (products) of committee activities?
3. Provide suggestions to change or modify the committee charge.
4. Was the committee membership appropriate to implement its charge? If not what changes are needed?
5. Provide an analysis of the participation of the membership. Identify any individual or constituent group representation not in attendance more than fifty percent of the meetings.
6. How could communication between committees and others be improved with regards to governance?

Appendix F: LCC Evaluation Survey – Constituent Groups

Lassen College Planning, Budgeting and Governance Process Review Constituent Group Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

1. What works in the planning process at Lassen College?
2. What doesn't work in the planning process at Lassen College?
3. What changes would you make in the process to improve efficiency and effectiveness?
4. What additional resources (human, research data, additional information, etc) do you feel the planning committees need to perform their assigned tasks?

Governance Section

1. What is working well in the Shared Governance and Collegial Consultation process?
2. Do you have any suggestions or comments to improve the function of the Share Governance and Collegial Consultation Process?
3. Do you have any suggestions for modifying, adding, or deleting any components of the governance and/or organizational structures of the institution?

Appendix G: LCC Evaluation Survey – Individuals

Lassen College Planning, Budgeting, and Governance Process Review

Individual Survey

Constituent group identification: (faculty, staff, admin, mgmt., student)

How long employed by the college: (0-1 year, 2-5 years, 6+years)

Please answer all questions using the 1 to 5 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The planning process at Lassen College works and produces appropriate institutional plans.

I receive information about institutional planning through a variety of ways (by receiving committee minutes, through committee membership, through my group's representatives on various committees, through open forums).

I know who to ask and where to go for additional information about budgeting, planning, and governance.

The institution plans in the correct areas.

The process I follow to have my ideas heard (through open forums, through representatives, etc) is effective.

The Comprehensive Institutional Master Plan is the appropriate vehicle for institutional planning.

The institutional planning process is appropriately tied to the budget development process

Suggestions for improving the planning and/or governance processes at Lassen Community College:



LASSEN
COMMUNITY
COLLEGE

STUDENT LEARNING OUTCOMES HANDBOOK 2020-2021

Academic Senate Adoption: _____ 3-24-2021 _____

Curriculum Committee Review: _____ 4-6-21 _____

INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires associate degree granting institutions to meet four standards that ensure that the public receives a valuable education.

The Standards measure not only the quality and effectiveness of the institution's programs and support services no matter where or how they are offered, but also the effectiveness of the institution in meeting its mission, the adequacy of resources, and the processes of leadership, governance, and decision-making to adapt the institution to meet a changing future (ACCJC.org).

The four standards are designed to foster discussion about the institutions effectiveness and ways to enhance it. The four standards are as follows:

STANDARD I

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

STANDARD III

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

STANDARD IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are

designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

The guidance provided in this document is specifically designed to help the institution meet Standard I and II as it pertains to Outcomes Assessment (OA), specifically, Student Learning Outcomes (SLOs). For guidance on how to meet the other standards, please refer to the ACCJC website.

Building a common language around Student Learning Outcome assessment is key to increased understanding and success. Please find a list of frequently used terms below:

SLO: (Student Learning Outcomes) State what a student is able to know or do at the completion of a course.

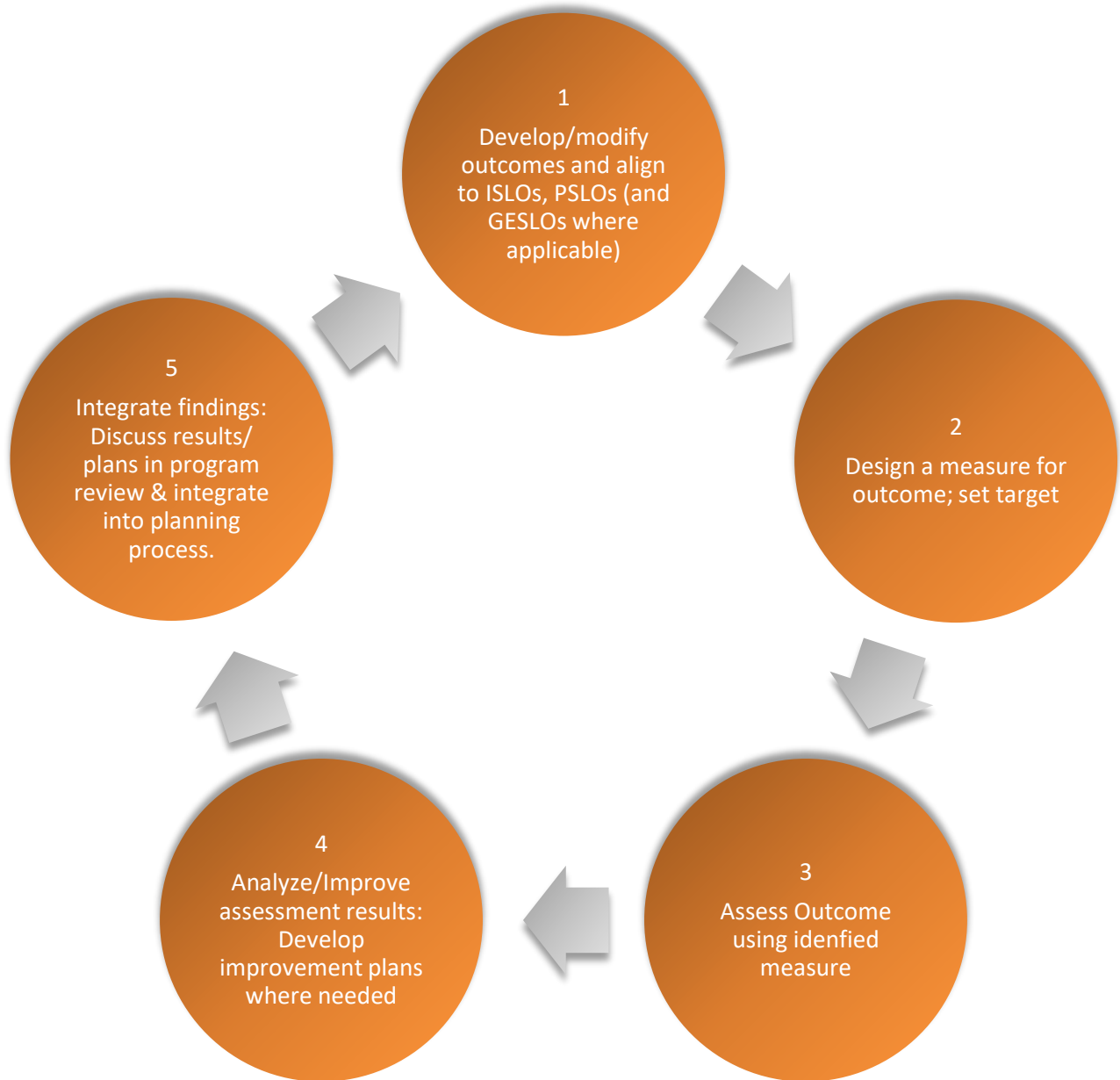
PSLO: (Program Student Learning Outcomes) State what a student is able to know or do at the completion of a program.

ISLO: (Institutional Learning Outcomes) Identify desired abilities of students upon completion of their education at Lassen Community College based on their whole college experience including receiving instruction and services, as well as engagement as a member of the LCC community.

GESLO: (General Education Student Learning Outcomes) Specify what a student is able to know or do at the completion of a course that relates to transferable general education criteria.

Outcome Assessment Cycle

Figure 1 *The process of outcomes assessment.*



Outcomes Assessment Cycle: The process by which we develop, assess, analyze, improve and integrate outcomes aligned with institutional mission into our planning process through program review in support of institutional strategic goals.

Student Learning Outcome and Assessment Cycle

Step 1: Develop/Modify Student Learning Outcomes (SLOs)

Course SLOs are developed and included in Curriculum submissions of new courses. Program SLOs are included in Curriculum submissions for new programs. SLO Mapping is included with initial Curriculum submissions. SLO Maps align SLOs to GESLOS and ISLOS [Appendix A: SLO Map]. Program SLO Maps align course SLOs to Program SLOs [Appendix B: PSLO Map]. Many existing programs have these maps in place; those that do not are being pushed to complete them Spring 2021. Course and program SLOs may be revised at any time through the Curriculum process. Regular review of course and program SLOs occurs during the IPR process. Special courses not mapped to PSLOs are mapped to ISLOs and GESLOs.

Step 2: Design Measure & Set Target

SLO Maps identify measure(s) and target for SLO assessment.

Step 3: Assess SLOs

Course SLOs are assessed utilizing identified measures each term a course is offered, following the course's 2 year plan cycle. Two year plans for each program are located on the Lassen Community College website. Faculty are contractually required to assess a minimum of one SLO per course per term. SLO Assessment plans are submitted to Academic Services at the beginning of the term. Faculty collect and report SLO Assessment results at the end of the term.

PSLO and ISLO assessment is integrated into the IPR process. Programs receive PSLO and ISLO assessment data during their IPR Orientation.

Step 4: Analyze/Improve Assessment Results

SLO Assessment Results include measure, target, number of students who achieved target, and a listing of proposed actions, or improvement plans, where targets are not met. Discussion of Improvement Plan design may be facilitated by Departmental Improvement Plan Brainstorming Form [Appendix C: Departmental Improvement Plan Brainstorming Form]. Discussion of SLO results, improvement plans, and impact of improvement plans is integrated into the IPR process.

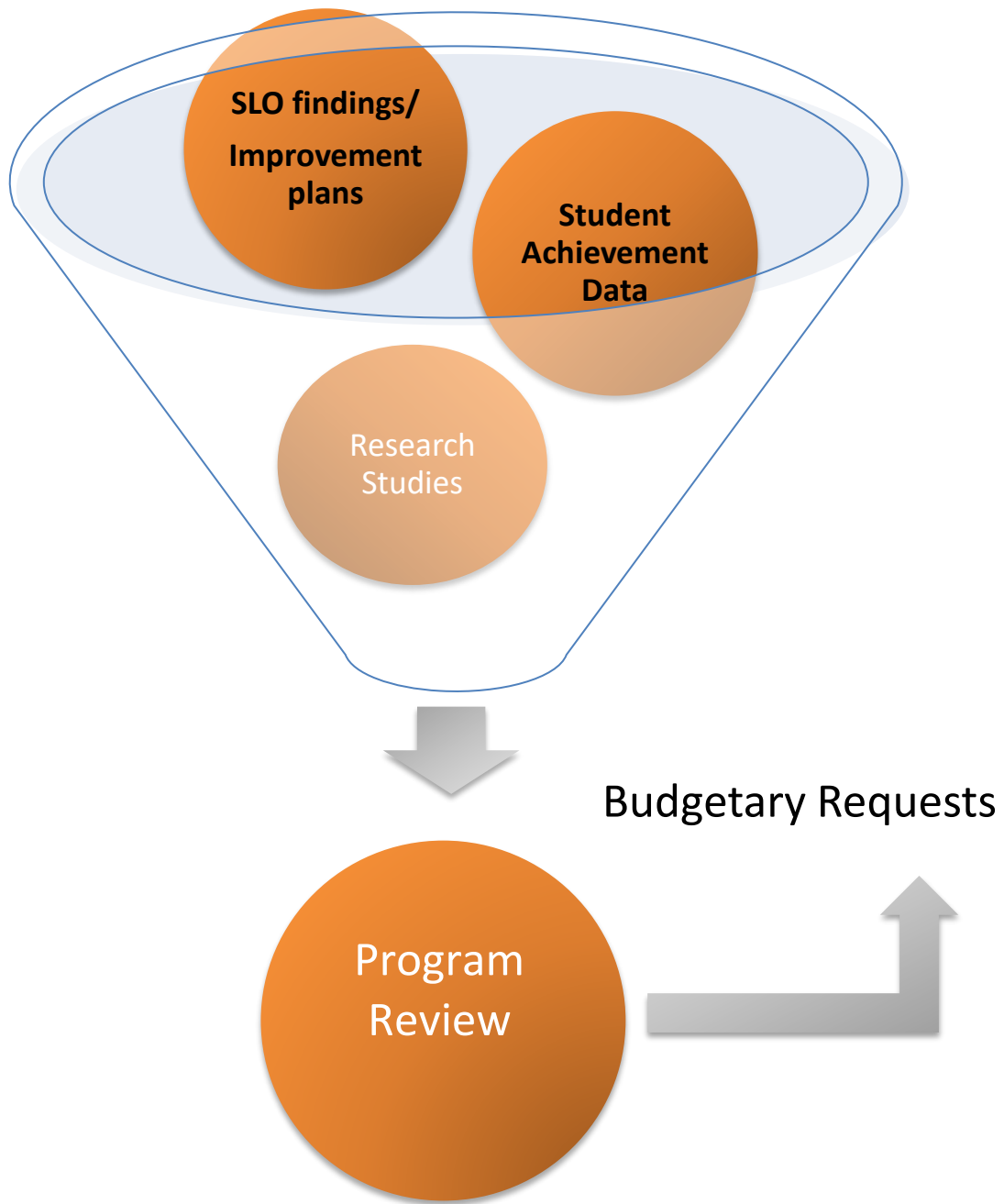
Step 5: Report & Integrate Findings

Longitudinal SLO data is provided for Instructional Program Reviews (IPRs) by the Institutional Effectiveness Office. IPRs include faculty analysis of SLO assessment results and SLO improvement plans (IPR Template Section II: Student Learning Outcomes).

The Instructional Program Review Handbook provides the mechanism by which budgetary requests identified in program reviews are supported by SLO findings and improvement plans, student achievement data, findings from research studies (where available); and are aligned with institutional strategic goals as a means to support quality improvement and evidence driven decision making (IPR Template Sections I-IV Planning Agendas and IPR Template Section VI. B: Prioritized Recommendations for Inclusion in the Planning Process).

Figure 2

The use of evidence to support budgetary decision making through program review:



SLO Process Improvement Plan Timeline

ACCJC Requirements and Recommendations identified in the June, 2020 Action letter from ACCJC brought to light improvements needed in LCC's SLO processes. As a result, a SLO Process Improvement Timeline was developed with the following goals:

Year 1: 2020-2021: Systematic Improvement

1. Consistent assessment of SLOs.
2. Consistent mapping aligning course SLOs to ISLOs, PSLO's and GESLOs.
3. Pilot project focused on PSLO and ISLO assessments targeted for inclusion in IPRs due 2021-2022.
4. Revision of IPR Handbook to emphasize discussion of SLO assessment results, "closing the loop."

Year 2: 2021-2022: Implementation

1. Integration of improved SLO data in IPRs
2. Integration of IPR prioritized recommendations in planning process
3. Analyze results of PSLO/ISLO pilot assessment project. Develop improvement plans for furthering robust SLO assessment.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) state what a student is able to do at the completion of a course or course assignment. A student learning outcome is a statement of expectation that articulates:

- What students will know, do or think/feel as a result of our interaction with them,
- Specifies how learning will be assessed, and
- Documents the results of assessment and how those results will be used to improve learning.

SLOs are: “What can students do or produce at the end of the course that they could not at the beginning.”

Measuring SLOs

- SLOs are measurable so that the difference between the planned achievement and the learned achievement can be narrowed.
- Once outcomes are known, faculty can adjust the course or program to better accomplish the expected outcomes or the outcomes can be re-written to better reflect expected student learning.
- Expectations for student learning and assessment are *collaboratively authored* and *collectively accepted*.

Assessment

“Not everything that can be counted counts and not everything that counts can be counted.”
Albert Einstein

Assessment is an ongoing process primarily aimed at one of two things:

- 1) Improving programs and/or services, and
- 2) Understanding and increasing student learning.

Measurement is the process of collecting data for evaluation of your **Outcomes**.

- **WHAT** you are going to measure.
- This will help you determine **HOW** you are going to collect your data.

The Division/Department must:

- Make program objectives and student learning outcomes explicit and public
- Set appropriate criteria and high expectations;
- Systematically gather, analyze, and interpret data to determine how well programs and services meet those expectations and criteria

- Use the resulting data to document, explain, and improve programs, services, and student learning outcomes
- Re-evaluate criteria and modify as necessary.

Direct vs. Indirect Assessment

Direct assessment involves looking at actual samples of student work.

- Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.
- Examples of direct assessments are: pre/post-test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of a performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work.

- Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.
- Examples of indirect measures are: student surveys about instruction; focus groups; alumni surveys; employer surveys.

Formative Assessment

Formative assessment refers to assessment that is carried out throughout the course of study, project, or time-frame to provide feedback regarding whether the outcome is being met.

Formative assessment may be conducted for the following reasons:

- Program improvement;
- To provide feedback in order to improve instruction, learning, and curricula;
- To identify students' strengths/weaknesses and
- To determine if the SLOs and instruction are in sync.

Summative Assessment

Summative assessment refers to assessment that is carried out at the end of a course, project, or time-frame to evaluate whether the outcome was achieved (i.e., the overall performance).

Summative assessment may be conducted for the following reasons:

- Evaluation and accountability;
- Decision-making regarding fund allocation;
- To aid in program level decision-making;
- To respond to demands of accrediting bodies, state and federal agencies.

FREQUENTLY ASKED QUESTIONS

The following section focuses on questions (FAQs) related to Student Learning Outcomes (SLOs)

1) What are SLOs and how do they differ from course objectives?

According to the ACCJC, Student Learning Outcomes are the “knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences” (ACCJC Standards Adopted 2002, Standards Glossary, p.6). In other words they are the “specific observable or measurable results that are expected subsequent to a learning experience.” The SLO Glossary produced by ASCCC (2010) further clarifies by stating that,

SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities (p. 13).

SLOs differ from course objectives in that the latter are specific teaching objectives that drive course content and activities (ASCCC.org). Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives (ASCCC, 2010, p. 10).

2) Why should I participate in this process?

The Academic Senate views outcomes assessment as a productive activity that can improve teaching practices and thus enhance student learning. For this reason, effective assessment practices are important not only to meet accreditation demands but also to benefit the college, the faculty, and the students.

Principle 11 of the Guiding Principles of SLO Assessment (2010) states, “Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (p.25). According to this, faculty’s chief responsibility is to provide students with an effective and rewarding learning experience. The responsibility involves participation in development of curriculum at the course, program and college level, and not just the responsibility for one’s own classes. Furthermore, “decisions regarding curriculum development should be based on collegial and authentic analysis of data...and for this reason SLO assessment can provide informative and beneficial input for making curricular evaluation and discussion at all levels more valuable and purposeful (Guiding Principles of SLO Assessment, 2010).

The Guiding Principles of SLO Assessment (2010) also states,

Outcomes and their assessments therefore must remain under the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p.26).

In other words, because faculty members have the necessary expertise, curricular decisions need to remain under their control. For this reason faculty need to be the ones that engage in assessment of student learning outcomes and the curricular decisions that follow. Guiding Principles of SLO Assessment (2010) supports, “When designed and implemented appropriately, SLO assessment can provide significant benefits as a tool for evaluating and revising curriculum and for improving student learning, and these benefits should be the primary reason for faculty to participate in assessment work” (p.26).

The Guiding Principles of SLO Assessment (2010) reflects on the consequence of ignoring SLOs by stating,

If faculty do not accept these responsibilities and fail to see SLO assessment as a beneficial professional practice, both faculty and students may suffer. If assessment becomes a task done only to satisfy the ACCJC, faculty will be less likely to engage in authentic discussions of valid data, and indeed the data collected itself may well be less informative. Curricular development and decision making will be less effective, thereby depriving students of the maximum educational experience. In addition, faculty who do not engage in assessment activities may find that decisions regarding curriculum are made for them, either by smaller groups of individuals who have chosen to become involved or, worse yet, by non-faculty who have taken on the responsibilities rightly due to the instructional experts (p.26).

3) Should grades suffice for assessment?

According to the Guiding Principles of SLO Assessment (2010), Principle 8, states “SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other” (p.21). Grades and SLOs are not the same thing because they have different approaches and have different purposes. Grading usually involves assigning a letter to some assignment or class the student participated in. The grade tells you very little or nothing about what skills the student can perform. Grades also tell you nothing about how the student can improve. According to Sholars (2009),

It is very difficult to trace back the learning of specific skills from a general grade. For example, if a student earns a “B” in the course, it is not possible to determine which skills or topics within the course were grasped well by the student simply by looking at the grade the student earned. Different faculty members teaching the same course could vary in the way they measure the combination of the different skills to produce the grade. For instance, Professor A might count the research paper for that course as 20% of the student’s overall grade, while Professor B might count the research paper for that course as 15% of the student’s overall grade. If that same research paper was used to assess an SLO, the faculty would score the skills that the faculty determined important on a faculty-

developed rubric. The faculty would have been normed on the rubric. Consequently, a student could earn an “A” in the course, but have scored 3 out of 4 on a faculty-developed rubric.

It is not just faculty that should be aware of the skills attained by a student after an assignment, but also the student. Students should be assigned a grade on an assignment and also a score that pertains to the SLO. If the student is familiar with the rating scale on the rubric, and what skills each score represents for a particular SLO, the student would be aware of what skills he or she has attained and which have not yet been mastered.

[Therefore,] formative SLO assessment involves evaluating student performance with the aim of providing feedback that will enhance student learning through improved instruction. Formative assessment helps the student and the instructor to ascertain what has been learned and what still needs to be learned and thereby can improve both teaching and learning” (p.26).

Thus, student learning outcomes are more useful for helping students understand how to improve their performance in a class and in future classes. Data from SLO assessment also provides feedback to faculty about how to improve instructional practices in a current class and in subsequent classes. Grading and outcomes assessment need not conflict with each as both serve necessary functions. “Faculty who employ only grades or only outcomes assessment may be depriving their students of important feedback. For example, a composition instructor who reads a student essay and simply assigns a letter grade or score, or even one who offers brief, general written comments to the student, has done little to improve the student’s writing. More productive comments would target specific expectations or outcomes for the paper and explain to the student where and how those expectations have or have not been satisfied. Through such feedback students can advance their skills and enhance their understanding of the course material. Thus, grading and outcomes assessment both serve important though separate roles and rather than conflicting, these processes should work in tandem to provide the different levels of input necessary for complete and effective student evaluation.

4) How do I begin? (Writing SLO’s)

The fillable Course SLO Map form (Appendix A) provides space for the description of SLOs and linkages to measures and achievement targets. Additionally, the form allows for linkages between the SLOs and the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEOs).

According to the SLO Glossary produced by ASCCC in 2010, SLOs describe a student’s ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they’ve learned. SLOs usually encompass gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities. (ASCCC, 2010, p. 13). An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

Therefore, you should begin by examining at the specific course objectives listed in the Course Outline of Record (COR) for the particular course. You should then try combining 2 or 3 or more of them into one logical cohesive outcome that can be assessed.

For example, at LCC BUS 2 course has the following course objectives:

1. Cite and explain major events in U.S. history that have had a material effect on the way we conduct business in the U.S. today.
2. Compare and contrast economic systems found globally.
3. Define business ethics and explain the role of social responsibility in an organization.
4. Describe the role of information technology and the impacts it has had on business in the U.S. and globally.
5. Describe the major benefits and barriers found in international trade.
6. Compare and contrast commonly found forms of business organization by identifying primary benefits and detriments of each organizational form.
7. Describe the key management functions found in common business operations.
8. Describe the major theories and contemporary practices of business leadership.
9. Identify current production & operations processes and practices.
10. Identify key human resource management functions and the laws surrounding the management of people as a workforce.
11. Explain the primary components and functions of financial statements and conduct a simple financial statement analysis.
12. Describe the different types of common business financing options the impacts it has on various financial business positions.
13. Identify key components and functions of securities markets and the monetary system.

Objectives 8, 9, and 10 could be combined and rewritten as: Students will demonstrate an understanding of contemporary business principles and practices.

The other objectives can be combined similarly to yield other student learning outcomes.

Phrases and Words to be AVOIDED: Below is a list of words and phrases, which should be avoided when possible. These words are not forbidden. It is simply being suggested that they be avoided whenever possible or that their meaning be more fully elaborated when used by explaining how one would know if students are appreciating, enjoying, understanding, etc.

Words and Phrases to be AVOIDED when Evolving Objectives and Learning Outcomes:

believe	SHOW:	BECOME:
capacity	Appreciation for...	Acquainted with...
comprehend	Attitude of...	Adjusted to...
conceptualize	Awareness of ...	Capable of...
depth	Comprehension of...	Cognizant of...
experience	Enjoyment of...	Conscious of...
feel	Feeling for...	Familiar with...
hear	Interest in...	Interested in...
intelligence	Knowledge of...	Knowledge about...
know	Understand of...	Self-confident in...
listen		
memorize		

perceive realize see self-actualize		
--	--	--

Shopping List of VERBS: It is often very hard to find the right work to describe the students' expectation when writing an outcome or objective. The shopping list of verbs listed below may be useful in constructing course objectives and student learning outcomes.

**A Categorized “Shopping List” of Verbs
Useful for Making Objectives and Outcomes More Precise**

alter analyze appraise arrange attempt attend categorize change chart choose cite circle classify collect combine compare compile complete conclude consider contrast copy count criticize shorten structure tally	discover discriminate distinguish distribute document duplicate evaluate explain expand extend find follow formulate gather record relate reproduce return search signify sort suggest support underline signify switch tell	generate generalize identify imitate include indicate induce infer isolate itemize label list locate map mark match modify name note omit order organize paraphrase place simplify synthesize volunteer	plan point predict present propose provide question quote rearrange recall recombine reconstruct regroup rename reorder reorganize repeat rephrase restate restructure retell rewrite save select state systematize
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General Applications

<u>Language</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social</u>
abbreviate	add	calibrate	accept
accent	bisect	compound	agree
alphabetize	calculate	connect	aid
argue	check	convert	allow
articulate	compound	decrease	answer
capitalize	compute	demonstrate	buy
edit	count	dissect	communicate
hyphenate	derive	graft	complement
indent	divide	grow	contribute
outline	estimate	increase	cooperate
print	extrapolate	insert	disagree
pronounce	extract	lengthen	discuss
punctuate	graph	light	excuse
read	group	limit	forgive
recite	integrate	manipulate	greet
speak	interpolate	nurture	guide
spell	measure	operate	help
state	multiply	plant	inform
summarize	number	prepare	interact
syllabicate	plot	reduce	join
translate	prove	remove	lend
type	reduce	replace	meet
verbalize	solve	report	offer
write	square	reset	participate
	subtract	set	permit
	tabulate	specify	praise
	tally	straighten	react
	verify	time	relate
		transfer	serve
		weigh	share
			supply
			talk
			volunteer
			vote

Analyzing Process Complexity: It is important for the instructor to be fully aware of what the learner must do mentally with the content of the objective. Certain mental operations are obviously more difficult to accomplish than others. To recall information and report it in the same form as it was learned is a simpler task than to break the information down into previously unseen elements. Educators have noted that learning can occur at various levels of complexity. Select words which relay the degree of complexity of the learning process during the writing of objectives and outcomes.

I. Responding (simple specific responses)		
Example Verbs:		Example Outcome:
Circle	Imitate Sort	“...without the use of references, recall with 80% accuracy, the position held by key candidates on central issues of a recent local or national campaign...”
Connect	List State	
Define	Point Tell	
Duplicate	Recall Underline	
Find	Recognize	
Identify	Repeat	
II. Elaborating (demonstrating comprehension)		
Example Verbs:		Example Outcome:
Classify	Locate information	“...accurately paraphrases summary statements made by each major candidate on the central issue of the campaign to the satisfaction of the instructor.”
Compute	Measure	
Discriminate	Paraphrase	
Explain briefly	Produce	
List reasons for		
III. Investigating (simple application of basic knowledge)		
Example Verbs:		Example Outcome:
Cite evidence for	Investigate	“...distinguish editorial from factual information in over half of the instances, when provided with reviewing assignments in each of three new media (e.g. television, newspaper, magazine).”
Find more about	Omit	
Gather data on	Order	
Illustrate		
IV. Analyzing (application of complex operations)		
Example Verbs:		Example Outcome:
Compare		“...justify his or her selection of a least two different news media considered as reliable sources of information on candidates and issues. All justification to be documented from references, citing at least five types of evidence of reliability.”
Justify with logic and evidence		
Contrast		
Organize data in new forms		
Differentiate		
Interpret		

V. Concept Forming (developing simple original applications)	
<p style="text-align: center;">Example Verbs:</p> <p>Discover and document relationships Elaborate the concept of... Identify variables in Prove beyond a reasonable doubt</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...document at least three reports exemplifying the concept that, ‘in a democratic process, no action is equal in effect to a positive action.’ Each report must be logically developed and consistent with factual records in the judgment of the instructor.”</p>
VI. Principle Forming (mastery and elaboration of concepts, principles or original thoughts)	
<p style="text-align: center;">Example Verbs:</p> <p>Deduce Predict Extrapolate Reorganize Infer Synthesize Integrate Rank order on varied criteria</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...correctly predict (in at least four out of five instances) the action taken on given controversial issues by national political office holders; when provided case studies which clearly document voter and lobby pressures, as well as other pertinent facts, as they existed.</p>
VII. Problem Solving (fully developed original contributions)	
<p style="text-align: center;">Example Verbs:</p> <p>Discuss critically Formulate hypothesis and experiments Generalize from data Improve the process by which Prepare explanatory model Suggest refinements in Tailors logical arguments</p>	<p style="text-align: center;">Example Outcome:</p> <p>“...tailor logical appeals to peers who hold views opposing his or her own view on a controversial political issue. Over half of those persons to whom he directs the appeal, should as a result, at least agree as to the logical nature of his appeal, if not also describing themselves as less certain on the issue than before.”</p>

Bloom’s taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your SLOs.

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

5) Now SLOs are written, what do I do with them?

SLOs are specific measurable outcomes that are expected subsequent to a learning experience. Therefore, an **assessment tool** must be found or developed that can yield data that determines whether that outcome has taken place. In other words, the assessment tool should be able to tell you whether students can really do what the SLO states. According to the Guiding Principles for SLO Assessment (2010), Principle 1: “Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential” (p.9).

As mentioned previously, only faculty have the necessary expertise, training, background, and experience necessary to develop effective methods of SLO assessment for their courses and programs. According to Principle 1 in the Guiding Principles for SLO Assessment (2010), “This same principle applies not only to classroom instruction, but also to student support services, library services, and all other areas of a student’s academic experience” (p.9).

At the beginning of each semester faculty prepare and submit an SLO Assessment Plan for each class within one week of the first meeting of the class.

6) What are the different types of assessments that I can use?

In *The Concept of Formative Assessment*, Boston (2002) offers the following explanation and definition of the concept of assessment: “Black and William (1998b) define assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning” (p. 8).

There are many different modes of assessments: The following, though by no means exhaustive, is a list of some of the most common tools:

Table 1 *Common Assessment Tools*

Academic Direct Measures	Academic Indirect Indicators	Administrative Measures
Capstone Assignment	Advisory Board	Activity Volume
Comprehensives	Alumni Survey	Benchmarking
Internship Evaluations	Benchmarking	Climate/Environ
Licensure Exam	Curriculum	Discussions

Performance	Employer Survey	Doc. Analysis
Portfolio	Exit Interviews	Efficiency
Pre/Post Test	Focus Groups	Evaluations
Presentation	Graduate Acceptance	Existing Data
Project	Honors/Awards	External Report
Standard. Test	Placement Data	Focus Groups
Thesis/Project	Satisfaction	Gov't Standards
Video/Audiotape	School Perform	Prof. Standards
Written Assignment	Student Evaluations	Satisfaction
Writing Exam	Transfer Acceptance	Service Quality

According to the Guiding Principles for SLO Assessment (2010):

If the term “assessment” refers to the process of collecting data, then “assessment results” are the data or evidence produced by this process. Such data need not always be quantifiable or measurable in numerical terms. Assessment results may take various forms, including not only quantitative data such as numerical or statistical scores but also qualitative evidence such as portfolios, narratives, performances, or other data that may be more dependent on observation than computation. Any information produced by assessment processes that can be used for analysis and improvement of student achievement and learning would fall under the category of assessment results (p. 8).

7) How do I know I have a good assessment tool for my SLOs?

This question is best answered by the Guiding Principles of SLO Assessment (2010) Principle 5: “SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty” (p.16).

Good assessment needs to simulate real world experiences and involve the application of critical thinking to tasks that approximate real world conditions like the workplace and other situations outside the classroom (Wiggins, 1990). Appropriate SLO assessment should not be simply a reproduction of information without context to anchor it. Authentic assessment is meaningful and involves application of knowledge and skills, not just simply memorization of information. The ACCJC’s 2012 SLO Rubric notes the importance of authentic assessment as an aspect of SLO proficiency: “Student learning outcomes and authentic assessment are in place for courses, programs, and degrees” (p. 5).

Faculty members also need to consider providing assessments at certain intervals of a course rather than just at the end. Such assessments are more useful because they can track student progress and provide more useful feedback to improve student learning. In other words, ongoing authentic assessment can improve the input that faculty provide to students as an aspect of instruction throughout their classes. As Chickering and Gamson’s (1987) *Seven Principles for Good Practice in Undergraduate Education* states, “In classes, students need frequent opportunities to perform and receive suggestions for improvement” (para. 15).

Assessments should also be integrated into courses so they are non-obtrusive and as least disruptive as possible. Guiding Principles of SLO Assessment (2010), Principle 5 indicates, “Other, more formal assessment practices also might be developed as a part of the standard instructional program for a course. Assessment data can be collected from work students do as required course activities, projects, or assignments, requiring minimal additional course preparation or student performance” (p. 16). Faculty members can plan for such standards assessments in advance by incorporating them into their classes as part of the normal expectations for students in the course. This insures that SLO assessment will be as efficient and practical as possible

Furthermore, according to the Guiding Principles of SLO Assessment (2010), Principle 6 states, “Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs” (p.16).

8) Where do we collect the data?

At the end of each semester faculty submit the results of SLO Assessment, and steps taken as result of the assessment, within eight (8) District business days after the last day of finals. Data is submitted via an electronic, “End of Term Course Student Learning Outcomes Results” form (Appendix B).

Assessment criteria must be established for each SLO prior to collecting data. Assessment criteria refer to the percentage or ratio of questions answered correctly. For example, a multiple-choice test may require that 75% of the questions be answered correctly for the SLO to be met. Therefore the assessment criteria would be 75%. Assessment criteria can also be set for more complicated assignments like papers, projects, etc. by following a rubric.

An **achievement target** must also be set for each SLO before data is collected. The achievement target refers to the overall percentage of students that successfully meet the assessment criteria for the SLO. For example, a particular course might require that 80% of the students be successful when assessed for a particular SLO. Thus, for this particular SLO, 80% would be the achievement target.

9) What do we do with the data once it is collected?

Faculty need to take part in a discussion of the SLO results for their courses. All faculty who teach a particular course need to discuss the SLO results in order to decide whether they need to modify the SLO, the assessment tool, the assessment criteria, or the achievement target. More importantly, faculty members need to decide what the results mean for that particular course in order to modify it or improve it. Improvement plans involve consideration of planned changes that result from the review of SLO assessment results. Planned changes can include changes to the structure of an assessment or course, to the forms or other tools used as part of instruction, include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, requests for new equipment, etc. Improvement Plans include planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes. The Departmental Improvement Plan Brainstorming Form (Appendix C)

provides guidance and a means to capture the dialog and information needed to create robust Improvement Plan(s).

According to the Guiding Principles of SLO Assessment (2010), Principle 1 states,

Faculty are in direct contact with students, have the greatest knowledge and deepest understanding of the students' needs and abilities, and have the responsibility for developing and delivering the curriculum and course content, and therefore faculty can better understand the context of the data. By accepting and embracing their responsibility for SLO design and assessment, faculty will be in the best position to examine assessment data, ask questions about what the data suggest, and make appropriate changes to classroom and institutional practices in order to improve student learning (p.9).

10) Who should be involved in this process?

According to the Guiding Principles of SLO Assessment, (2010) Principle 2 states,

Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals. SLO assessment must involve full-time faculty members, part-time faculty members, staff, administrators, and anyone else directly or indirectly serving students. Faculty members need to take primary responsibility for developing SLOs, the assessments, analyzing data, and coordinating discussions. Part-time faculty members need to be involved as well as they are a majority of the faculty at most colleges. Faculty should be the ones making curricular decisions, especially those concerning how it can be changed and improved by using SLO data. Staff members also need to be involved. Staff members need to be involved in preserving data, maintaining and recording it, as well developing software tools and systems. Staff members are thus needed to support the entire SLO assessment process.

Discussion should also be held at the college level by faculty under the leadership of the academic senate. Instructional and student support service faculty should also be involved. According to the Guiding Principles of SLO Assessment (2010), Principle 2:

A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. Instructional and student support services faculty should not work in isolation from each other, but rather should collaborate and share information at all levels in order to more fully inform and strengthen the delivery of all aspects of a student's educational experience" (p.11).

There must also be assistance from college researchers to aid in the design and implementation of SLO instruments as well as evaluating their validity and applicability. Administrators also play an important role in the SLO process. Administrators need to support and facilitate the process. They need to make available sufficient staffing, technology, resources, compensation and other needs. Not only this, administrators must also support the SLO process through organization, scheduling, facilitating, coordinating, and encouraging, and approval of other necessary efforts to make the process more effective. According to the Guiding Principles of SLO Assessment (2010), Principle 2: "If the entire college is involved in assessment efforts, with each area or constituent group fulfilling its appropriate role while understanding and

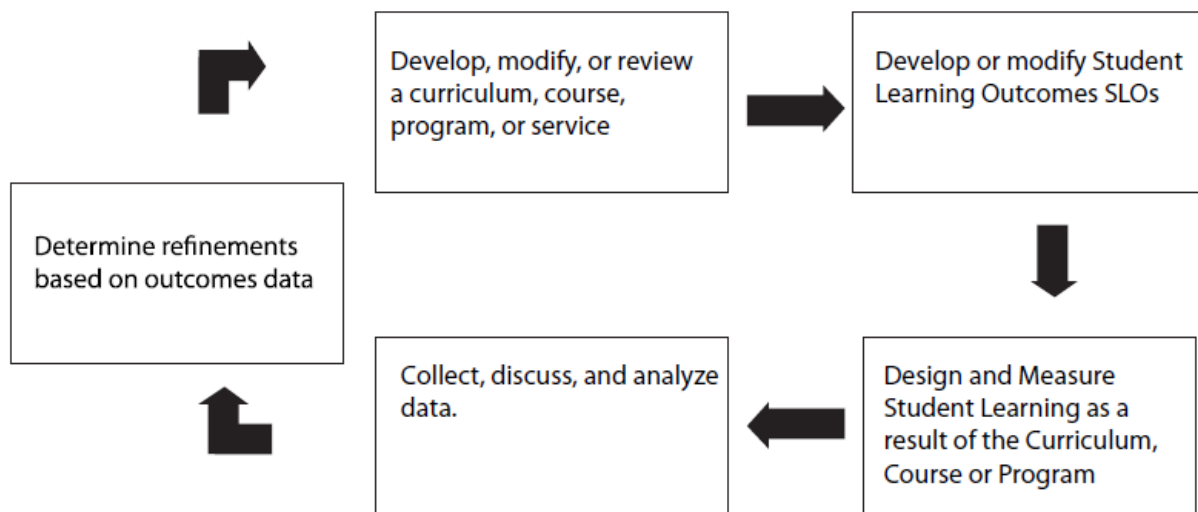
respecting the faculty’s primacy in SLO processes, all areas will be able to work cooperatively toward the common goal of serving students in the most effective ways possible” (p. 11).

11) Now that SLOs have been defined, assessment tools have been developed, data and action plans have been collected. Am I done?

No. The process is supposed to be ongoing and lead to “**continuous quality improvement**” of the courses, programs and services offered by the college. According to Principle 1 of the Guiding Principles of SLO Assessment (2010), “The purposes of student learning outcomes include assessing student achievement, evaluating the strength of courses and programs, and identifying instances in which instruction and student learning can be improved” (p.9). Furthermore, According to the Guiding Principles of SLO Assessment (2010), Principle 3 states, SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes”(p.10).

SLO assessment is not an end to itself but a vehicle for program and educational improvement. It needs to be an ongoing activity which uses current data to inform instructional practices. It should not be a periodic exercise that uses outdated assessments and data to inform current practices and decisions. The Academic Senate’s *SLO Terminology Glossary* (ASCCC, 2010) defines “**closing the loop,**” as:

Closing the Assessment Loop



The use of assessment results to improve student learning through collegial dialogue informed by the results of student service or instructional learning outcome assessment. It is part of a continuous cycle of collecting assessment results, evaluating them, and using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc. (p.4).

This requires a commitment by all people across all levels of the college. Faculty members are more likely to believe in the process and devote their effort if they feel it will lead to budgetary

decisions that will enhance students' educational experience. The college needs to make budget decisions that will support the projects and innovation that will lead to curriculum improvement. ACCJC emphasizes the importance of using assessment data as a basis for decision making throughout the college:

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement (ACCJC Standard I.B.4).

Colleges must therefore integrate SLO assessment into its program review. In other words, data from SLO assessment needs to inform the decision making reflected in program review. Programs need to be analyzed based on concrete information, thus making the program review process more data driven. This allows SLO assessment to connect logically and meaningfully to both short-term and long-term college planning. SLO data can inform decisions for improvement of programs, the setting of goals and implementation of strategies, as well as allocation of resources to address these needs. Programs can use concrete data to support their budgetary requests thereby making budget discussions more meaningful and better informed. The decision making process will tie resource allocation directly to the SLO process.

Guiding Principles of SLO Assessment (2010) suggests, "Perhaps the highest level at which SLOs and SLO assessment can be incorporated into the culture of a college is by connecting general education outcomes directly to the college vision, values, or mission (p.10). Colleges might want to revise their mission statement, if necessary, to make an obvious connection with its institutional learning outcomes. Institutional learning outcomes should also have an explicit connection with the general education outcomes.

12) Do SLOs remain the same once established or can we change them?

SLOs can be revised as needed. According to the Guiding Principles of SLO Assessment (2010), Principle 3, that states:

The process and the SLOs themselves must remain open to revision and adjustment. Student needs and curricular practices change, and colleges must continuously reflect on their practices and expectations in order to serve students as fully as possible. The job of SLO development and assessment is never finished, and SLOs should not be seen as fixed or unchangeable. For SLO data to be effective in informing decision making at all levels of the college, the SLO assessment process should be revised as necessary to reflect changes in the college's curriculum, needs, and culture (p.10).

13) Okay, we are continuously assessing student learning outcomes, revising them as needed, and using them to inform program review. Now are we done?

No. Program learning outcomes, general education outcomes, and institutional outcomes must also be developed. Program learning outcomes (PLOs) have been defined by Marshall (2013) as "Broadly inclusive statements that might be considered areas of competency within a given discipline or general area of competency within a GE program." PLOs must be developed for any sequence of courses that leads to a certificate or degree.

According to the Guiding Principles of SLO assessment (2010), Principle 4, “SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment” (p.15). The mapping of these outcomes needs to be thoughtful and involve dialogue among all necessary parties. This includes not only faculty, but also staff and administration. According to ASCCC (2010), “When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision” (p.1). Doing this makes the assessment process more practical and efficient. An example within Principle 4, presents a scenario, “If program outcomes are designed and mapped to reflect direct connections to the SLO s of the courses that comprise the program, then assessment of the program outcomes may be conducted using data provided through the process of course SLO assessment” (p. 15). This means SLO assessments, if appropriately designed and assessed, can double as program learning outcomes. Furthermore, program learning outcomes assessment need not incorporate data from every course that comprises the program. Certain programs that have mastery courses, where students master a skill that was introduced in previous courses, might choose to focus assessment at the courses where mastery occurs.

Assessment of general education and institutional outcomes requires a broader dialogue. The *SLO Terminology Glossary* (2010), states that institutional learning reflect “The knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience” (p.9). Thus, they combine expertise found in several areas or a combination of areas and not a single discipline. Institutional learning outcomes include those related to institutional effectiveness (degrees, transfers, productivity) as well as learning outcomes. Principle 4 reflects on the success of the process as;

Successful attainment of general education and institutional outcomes depends on the overall educational experience that is founded on the course and program level. If students do not achieve the expected outcomes at the course and program level, then they are also unlikely to attain the college-level outcomes. For this reason, colleges should work to establish explicit alignment between program outcomes and those at the general education and institutional level. If students are successful in achieving course and program level outcomes, and if those outcomes provide direct and clear connection to the general education outcomes, then assessment will once again be simplified and the overall educational experience of students will have greater coherence and will therefore be enhanced (p. 16).

14) Can results of SLO, PLO assessment be used against me?

No. According to Guiding Principles of SLO Assessment (2010, Principle 10: “SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.” (p.24). Alan Craig and Fulks (2007) support, “Placing student learning outcomes data within a faculty member’s evaluation would create a downward pressure on the rigor of the outcomes and a strong motivation to create assessments that validate or justify the content, pedagogy, and assignments” (p. 2). Thus, SLO assessment results would not be a true indicator of whether learning has taken place or whether the results should be used to improve the courses, programs, or services the college offers.

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APPENDIX A: Course SLO Map Form:



COURSE SUBJECT & NUMBER:

DATE REVIEWED:

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

Transfer

Economic/Workforce Development

Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:
<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 <input type="checkbox"/> #9 <input type="checkbox"/> #10 Description:	Measure: Target:

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Institutional Learning Outcomes
1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.
#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
#4. Personal/Interpersonal Responsibility- Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

General Education Student Learning Outcomes for Associate Degrees
#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.
#2. Explain and analyze relationships between science and other human activities.
#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

APPENDIX B: Program SLO Map



PROGRAM ID:

DATE LAST REVIEWED/UPDATED: 2/3/2021

PROGRAM TITLE: Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

FACULTY NAME(s): Brian Wolf

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PSLO 3
	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	Demonstrate an understanding of the basic methodologies of science.
AGR-1			
AGR-2			
AGR-10			
AGR-13			
AGR-20			
AGR-40			
AGR-41			

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

APPENDIX C: Departmental Improvement Plan Brainstorming Form

Departmental Improvement Plan Brainstorming Form*

Department:

Date of Discussion: _____

Course/Department SLO(s)/AUOs discussed (Example: ENGL 1, Financial Aid): _____

Semester(s) assessment data was collected (Example: Fall 2020):

Faculty/Staff involved in discussion and analysis:

What is discussion and analysis of this data telling you?

Questions faculty may consider include:

2. Do you see gaps in the outcomes data? If so, what is the cause?
3. Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
4. Do you see overall gaps in their instructional experience? If so, where?
 - Do you see gaps in the evaluation process itself? If so, why? How can that be improved?
 - Do you see other issues in the student's experience? – Timing of assessment leading to low percentage of students completing assessment? Unmet student needs impacting academic performance?

Provide a summary of the conversation leading to the improvement plan.

1-Write a brief description of the improvement plan to facilitate change, including semester improvement plan is anticipated to be implemented *:

2- Write an implementation description. (How will the improvement plan be set in motion? What steps are required to complete the action plan?)*:

3- Indicate the person(s) who will implement the improvement plan*:

4-Indicate any physical or financial resources needed, including estimated requested budget amount, if any (to be included in IPR or Annual IPR Update)*:

*This information is intended to aid in the development of Improvement Plans to be finalized when reporting End of Term Course Student Learning Outcomes

**LASSEN COMMUNITY COLLEGE DISTRICT
SITE INSPECTION FORM - EXTERIOR AREAS**

Zone: _____

Inspection Type: Grounds Site Lighting

Area: _____

Inspection Item:	Condition:	Comments:
Parking Area:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Bus Stop:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Sidewalk/Walking Surfaces:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Fencing:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Trees:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Lawn Areas:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Shrubs/Ground Cover/Beds:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Irrigation:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Trash/Recycling Receptacles:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Benches/Bleachers/Seating:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Play Areas/Playgrounds:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Parking Lot Lighting:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Walkway Lighting:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other (1):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other (2):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other (3):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	

OVERALL CONDITION OF INSPECTED AREA (check one): Good Fair Poor

General Remarks:

Repairs Needed:	Repaired by or Work Order#:

Inspected by: (print name(s)): _____ **Date of Inspection:** _____

**LASSEN COMMUNITY COLLEGE DISTRICT
FACILITY INSPECTION FORM - EXTERIOR AREAS**

Building: _____

Facility Type: Permanent Modular

Room/Area: _____

Inspection Type: Rooftop Exterior Walls and Walkways

Inspection Item:	Condition:	Comments:
Roof Surface Condition:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Equipment Flashings:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Roof to Wall Connections:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Roof Gutters and Drains:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Exhaust Fans:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
HVAC (cursory, NOT a PM!):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Gutters and Drains:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
North Wall:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
East Wall:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
South Wall:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
West Wall:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Foundation:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Eaves/Soffits/Overhangs:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Gutters and Drains:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Exterior Ceilings: (above walkways)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Walking Surfaces:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Entry Doors and Hardware:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Windows and Hardware:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Lighting Fixtures:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Switches and Covers:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Outlets and Covers:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
HVAC (at ground level):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other (Paint, Housekeeping, etc.):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	

OVERALL CONDITION OF INSPECTED AREA (check one): Good Fair Poor

General Remarks:

Repairs Needed:	Repaired by or Work Order#:

Inspected by: (print name(s)):

Date of Inspection:

**LASSEN COMMUNITY COLLEGE DISTRICT
FACILITY INSPECTION FORM - INTERIOR AREAS**

Building: _____

Facility Type: Permanent Modular

Area: _____

Inspection Type: Restroom/Locker Room Classroom/Lab Hallway/Common Area Other

Inspection Item:	Condition:	Comments:
Entry Ramp/Handrails:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Doors and Hardware:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Floor (Carpet):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Floor (VCT/Other):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Wall Base:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Walls and Paint:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Windows:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Ceiling:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Light Fixtures:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Switches, Outlets, and Covers:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Breaker Panel:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Drinking Fountain/Bubbler:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Cabinets/Countertops:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Instructional Furniture:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Instructional Fixtures:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
HVAC: (grilles, vents, etc.)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Water Closets/Toilets:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Urinals:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Lavatories/Sinks:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Soap and Towel Dispensers:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Floor Drains:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Exhaust Fan:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other (Air Quality, Housekeeping, etc.):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	

OVERALL CONDITION OF INSPECTED AREA (check one): Good Fair Poor

General Remarks:

Repairs Needed:	Repaired by or Work Order#:

Inspected by: (print name(s)):

Date of Inspection:

**LASSEN COMMUNITY COLLEGE DISTRICT
FACILITY INSPECTION FORM - HVAC**

Inspection Frequency: _____	Building: _____
Make/Model: _____	Room/Area: _____
Inspection Type: <input type="checkbox"/> MAU/Air Handler <input type="checkbox"/> Evap Cooler <input type="checkbox"/> Heat Pump <input type="checkbox"/> Package Unit <input type="checkbox"/> Split System <input type="checkbox"/> Cooling Tower <input type="checkbox"/> Chiller <input type="checkbox"/> Boiler <input type="checkbox"/> Other	

Inspection Item:	Condition:	Comments:
Condenser Coil:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Disconnect:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Condenser Fan:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Electrical Connections:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Refrigerant Charge:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Natural Gas Connection:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Condensate Drain:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Ducting/Registers/Grilles:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Gas Valve/Burner:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Air Filter(s): (Note Qty and Sizes)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Blower/Motor: (Note size/specs)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Belts (Note size/sizes):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Evaporator Coil:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Lube (Oil): (Note # of Ports)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Lube (Grease): (Note # of Ports)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Thermostat:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Pads (Evaporative coolers ONLY)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Circulation Pump(s):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Pump Coupler: (note size/sizes)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Piping/Strainer(s):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
VFD(s): (Note size/specs):	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Economizers:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Exhaust Fan(s): (Note size/specs)	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	
Other:	<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> N/A	

OVERALL CONDITION OF INSPECTED HVAC EQUIPMENT (check one): Good Fair Poor

General Remarks:

Supply Air Temp: _____ Return Air Temp : _____

Repairs Needed:	Repaired by or Work Order#:

Inspected by: (print name(s)):	Date of Inspection:

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.

- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.

- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.

- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow

- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements

- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

October	The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
October	Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
October	Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
November/December	Initial meeting of the IPR Team and Senate mentor (if desired).
November-May	The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
February	Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
August	The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
September	The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
October	IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents. Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

- Fine Arts (including Art History and Studio Art)
- Humanities (including English)
- Mathematics/Natural Science
- History/Social Science/Sociology/Psychology/Anthropology
- Physical Education

Career/Technical Programs — 2-yr cycle

- Administration of Justice (including related POST information)
- Agriculture
- Automotive Technology
- Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
- Information Systems
- Graphic Design
- Fire Technology
- Gunsmithing (including related NRA)
- Human Services
- Allied Health (including Vocational Nursing, CNA, Medical Assisting)
- Welding Technology

Special Academic Programs — 4-yr cycle

- Athletics
- Developmental Studies
- Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u>	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

<u>II. PROFESSIONAL DEVELOPMENT</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25
<u>III. STUDENT OUTCOMES</u>	26
<u>DESCRIPTION/EVALUATION</u>	26
<u>PLANNING AGENDA</u>	26
<u>IV. PRIORITIZED RECOMMENDATION</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN</u>	27
<u>SECTION THREE: FACILITIES PLANNING</u>	27
<u>I. FACILITIES</u>	27
<u>DESCRIPTION/EVALUATION</u>	27
<u>PLANNING AGENDA</u>	27
<u>II. PRIORITIZED RECOMMENDATIONS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN</u>	28
<u>SECTION FOUR: TECHNOLOGY PLANNING</u>	28
<u>I. TECHNOLOGY</u>	28
<u>DESCRIPTION/EVALUATION</u>	28
<u>PLANNING AGENDA</u>	28
<u>II. PRIORITIZED RECOMMENDATIONS</u>	29
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	29
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS</u>	29
<u>PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN</u>	29
<u>ATTACHMENT A:</u>	30
<u>ATTACHMENT B:</u>	31
<u>ATTACHMENT C:</u>	32
<u>ATTACHMENT D:</u>	33
<u>ATTACHMENT E:</u>	34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

[Click here to enter text.](#)

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Describe any facilities needs identified by assessments of student learning outcomes

[Click here to enter text.](#)

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

ATTACHMENT B**LASSEN COMMUNITY COLLEGE
MASTER PLAN OVERVIEW**

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of
Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
Yuting Lin
Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.



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Facility Condition Assessment

[What We Do / System Support and Services \(https://foundationccc.org/What-We-Do/System-Support-and-Services\)](#) / [Facilities Research \(FUSION\) \(https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION\)](#) / [Facility Condition Assessment \(https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION/Facility-Condition-Assessment\)](https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION/Facility-Condition-Assessment)

Facility Condition Assessment

FUSION (Facilities Utilization, Space Inventory Options Net) is a database of 80 million square feet of California Community College facilities that tracks the condition assessments and develops cost modeling for maintenance projects, enabling colleges to plan budgets and help facilitate the passing of much-needed bond measures. The FUSION project team is

comprised of representatives from California's 72 community college districts, the Foundation for California Community Colleges, and the California Community Colleges Chancellor's Office.

Facility Condition Assessment

Our Facility Condition Assessment (FCA) program provides discounted and quality-assured assessments for all California Community Colleges. An FCA is a professional, methodical review of a facility's key components and systems such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs.

There are two levels of FCA—a life cycle systems assessment (Level 1) and a comprehensive assessment (Level 2).

Comprehensive Assessment (Level 2)

A Level 2 (L-2) assessment is a detailed physical survey of the condition of existing facilities, during which the assessors document hundreds or thousands of current deficiencies. These deficiencies are added to the L-1 Component building system life cycles to determine a comprehensive facility evaluation of both current deficiencies and future renewal costs. It is a tool for facility managers to identify specific deferred maintenance and capital renewal items to repair or replace.

The Comprehensive Assessment delivers a facility database and cohesive planning and construction programs based on reliable data. As a result, we can better procure repair and correction work economically.

The FCA program provides data gathered by architects and engineering teams. These teams may be supplemented with building-type or system-specific specialists when appropriate. Using national cost database modeling, existing records, plant staff interviews, onsite surveys, and facility experience, our team identifies facility and infrastructure architectural, structural, mechanical, electrical, and plumbing conditions, focusing on what is new, old, good, bad, broken, expiring, renewed, missing, or inadequate. The findings are stored in software that catalogs current deferred maintenance and future capital renewal costs.

FCA Benefits

Improve Facilities Data

- Define facility problems to discover what is broken and what is missing.
- Validate needs for funding programs, community, support, bonds, etc.



(<http://cccfusion.org/Home/tabid/404/Default.aspx>)

Visit the Fusion Forum >

(<http://cccfusion.org/Home/tabid/404/Default.aspx>)

Facility Condition Assessment
(<https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION/Facility-Condition-Assessment>)

FUSION / CCC GIS / ONUMA
(<https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION/FUSION-CCC-GIS-ONUMA>)

Facility Management Talent Pipeline
(<https://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION/Facility-Management-Talent-Pipeline-Program>)

Download the FUSION fact sheet >

- Gather defensible data from independent third parties for justifying capital expenditures.
- Define parity and equity issues between county, district, campus, or individual buildings.
- Develop mandated reports and address code issues.

Streamline Facilities Management and Improve Facility Conditions

- Allow facilities and maintenance personnel to better plan, manage, and direct work.
- Support facility renovation and renewal to protect mission-critical teaching, research, and support functions.
- Provide schools with a local database system with facilities data.
- Facilitate one-time data entry.
- Prioritize short-term planning issues.
- Create budgets for deficiency corrections.
- Identify long-term strategic planning approaches to develop a Capital Renewal/Deferred Maintenance program.

Lower Facilities Maintenance Costs

- Enable horizontal procurements and enhanced project development.
- Improve ability to complete projects on time and within scope and budget.
- Purchase from current and future Collegebuys.org facility contracts and obtain significant discounts on selected construction materials and equipment.

FACT SHEETS ([/Portals/0/Documents/WhatWeDo/SystemSupportandServices/FacilitiesResearch\(FUSION\)/fusion-factsheet-2015.pdf](/Portals/0/Documents/WhatWeDo/SystemSupportandServices/FacilitiesResearch(FUSION)/fusion-factsheet-2015.pdf))

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[Login \(https://foundationccc.org/Login?returnurl=%2fWhat-We-Do%2fSystem-Support-and-Services%2fFacilities-Research-FUSION%2fFacility-Condition-Assessment\)](https://foundationccc.org/Login?returnurl=%2fWhat-We-Do%2fSystem-Support-and-Services%2fFacilities-Research-FUSION%2fFacility-Condition-Assessment)

Accessed 1/14/2021 @ <http://cccfusion.org/UserResources/Dictionary/tabid/478/Filter/F/Default.aspx>

Facility Condition Index

An FCI represents the ratio of the cost to correct a facility's deficiencies to the current replacement value of the facility. For example, if a building's replacement value is \$1,000,000 and the cost of correcting its existing deficiencies is \$100,000, the building's FCI is $\$100,000 \div \$1,000,000$; that's 0.10 or 10 percent. The larger the FCI, means poorer condition of the facility. General industry guidelines are: 0 - 5% is good; 5.01 - 10% is fair; and greater than 10% is poor. An FCI uses as the basis for analysis an FCA.

Facility Utilization Standards

Facility Utilization Standards are used to help assure that the three segments of higher education use their facilities with a reasonable degree of efficiency. Utilization standards specify the amount of time an instructional station (typically a desk in a classroom or a work space in a teaching laboratory) is occupied and in use

FCA

Acronym for **Facility Condition Assessment**.

Related Words [Facility Condition Assessment](#)

FCI

Acronym for **Facility Condition Index**.

Related Words [Facility Condition Index](#)

FF&E

Acronym for **Furniture, fixtures and equipment**.

Related Words [Furniture, fixtures and equipment](#)

Final Project Proposal

Complete proposal for each CCC with justification and budget detail. Provides information on relationship



Facility Condition Assessment Report

Lassen Community College District



January 15, 2003

3D/International





Table of Contents

INTRODUCTION 2

ASSESSMENT OF EXISTING FACILITIES 4

- Background*
- Facilities*
- Summary of Findings*
- CSI Classifications*
- Facility FCI*

CAPITAL RENEWAL..... 9

- Funding Requirements – 10 Year Renewal Projection*
- 20 Year Capital Renewal Forecast*

CONCLUSIONS 12

COMET ASSESSMENT 13

- Level 2 Facilities Assessment Methodology*

FILTERS 14

- Priorities*
- Categories*
- Adverse Effects*

DEFINITIONS 15

REPORTS 20

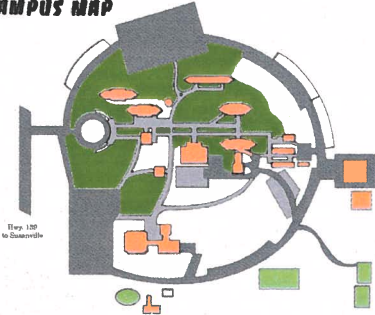
- Executive Summaries*
- Summary Detail*





Introduction

CAMPUS MAP



Lassen Community College

To help document the need for funding the necessary replacement and upgrading of facilities within California's community college districts and to assist districts in preparing for bond issues, the Foundation for California Community Colleges (FCCC) negotiated a discounted-pricing agreement for facilities condition assessments with 3D/International. In Summer 2001, the FCCC issued a formal Request For Information (RFI) in a public newspaper and subsequently reviewed, considered, and evaluated the respondents' experience and quality of work, particularly work with higher education clients. Lassen Community College District (LCCD) elected to participate in the joint agreement and contracted with 3D/I to assess and document the facility repair, rehabilitation, modernization requirements relative to the LCCD.

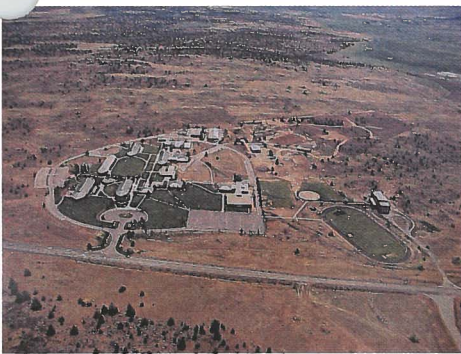
Over a period of about two months, a staff of six 3D/International planning and construction professionals working with the Chancellor's Office performed an Existing Facility Assessment. The following report presents 3D/International's findings.

The Report is organized into the following 2 sections:

- Introduction
- Lassen Community College Reports

The Assessment of Existing Facilities section reports on the current physical condition of fifteen buildings, totaling approximately 192,424 gross square feet.

The results of the assessment will provide LCCD with the technical information needed to make informed decisions regarding the disposition of existing facility maintenance funds and the need and cost of a capital improvement program.



Aerial Photo of Lassen Community College



3D/International conducted a visual inspection of fifteen of the existing LCCD facilities to identify the condition and to estimate the cost to perform the necessary repairs and renovations.

Existing Facility Assessment Findings

The generally accepted range of Facility Condition Index (FCI) for establishing a buildings condition is shown below. This standard has been adopted by the Building Owners and Managers Association, the Council on Education Facilities, and the American University Planners Association, and a number of other national facilities groups.

Condition	FCI
Good	0 to 5%
Fair	6 to 10%
Poor	10% and above

The results of our assessment are summarized in the FCI table on page 7. The estimated initial cost to repair these fifteen facilities totals \$19,852,840.

The overall FCI rating of 37.21% for the fifteen buildings assessed means that, in general, the facilities are in poor condition despite being generally well maintained. This is to be expected due to the age of the buildings, ten of which were built prior to 1975.

Two buildings have an FCI less than 10%, the range for good or fair condition.

Three buildings have FCI ratings in excess of 50%. When the FCI is greater than 70% the building should be considered for replacement, as opposed to investing the substantial costs to repair a 25 to 30 year old building with systems well beyond their useful lives.

A more detailed discussion on the methodology and findings for each of the District buildings is provided in the Assessment of Existing Facilities section of this report.





Assessment of Existing Facilities



Administration Building

In 2002, Lassen Community College District authorized 3D/International to perform a district-wide, comprehensive facility condition survey assessment. The costs associated with correcting deficiencies can be identified as follows:

Deferred Maintenance – maintenance work that has been deferred on a planned or unplanned basis due to lack of funds in the annual budget cycle – excluding normal maintenance that has already been scheduled, planned or funded within the current budget cycle.

Capital Renewal – future renewal requirements for building systems that reach the end of their expected useful life.

The comprehensive facilities assessment performed for LCCD is a detailed visual, non-destructive, inspection of each building. 3D/I's software, "COMET" – Condition Management Estimation Technology – is used as the database for recording all deficiencies. The survey assessment is a comprehensive room-by-room inventory of defined key elements and characteristics. The result of the inspection is a populated database that catalogs every deficiency costing over a certain value.

In parallel with the FCCC-3D/I agreement for discounted facility condition assessment services, an information technology project referred to as the Facility Utilization, Space Inventory Options Net or "FUSION" Project is underway. This project will design and deliver a centralized database and software in which the facility condition assessment data will reside and be used and managed by the districts to better manage their real asset portfolio.

Approach

The assessment teams are comprised of design professionals, typically an architect and an engineer. For each building, the teams collected much of the facility's historical information prior to visiting the facility. This research included a review of existing drawings, meetings with the campus maintenance staff, and a review of previous renovations. The assessment teams then conducted a site visit to verify data already gathered as well as to record additional information found during the inspection. Based on visual observations and discussions with facility occupants and maintenance staff, the assessors determined what deficiencies existed and the general conditions of key building systems. A written description of the facility, including an overview of the facility's construction, building systems and general condition, was then developed.



Background

Lassen Community College is located on 165 acres in Susanville, California. It is a public institution with an approximate enrollment on the Susanville campus of 2,000 students. Of those 2,000 students, approximately 700 are full-time students. The District has various Outreach Centers growing the overall District enrollment to over 3,000 students.

The California Community Colleges Chancellor’s Office encouraged districts within the CCC System to take advantage of the discounted assessment service to generate an unbiased appraisal of the school’s physical conditions and to obtain recommendations for building system replacement based on priorities and expected useful life.

Facilities

One of the findings of the assessment process is the determination of the Facility Condition Index, or “FCI.” The FCI is a ratio of the estimated cost to repair the identified deficiencies divided by the estimated replacement value of the facility. It describes the relative state of physical condition of a building (or its components, or a group of buildings) against a cost model of the original building as if it were at the beginning of its useful life, fully “renewed” to today’s standards.

Summary of Findings

The costs presented below are a summary of the findings of the assessment for the current deficiencies. The costs do include soft costs associated with a rehabilitation project. These costs can change based on the packaging of repair and renovation projects.

Condition	FCI
Good	0 to 5%
Fair	6 to 10%
Poor	10% and above

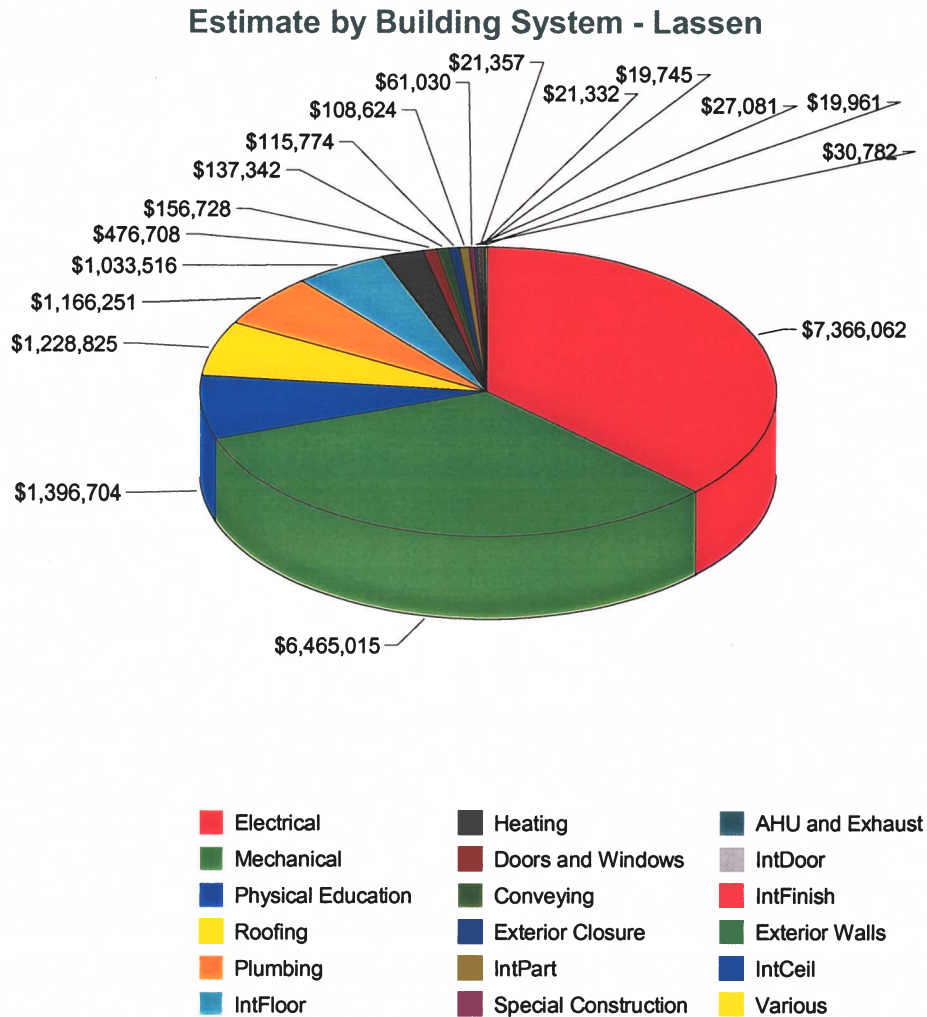
Campus	Estimated Repair Cost	Gross Square Feet	FCI %	Replacement Cost
Lassen CC	\$19,852,840	192,424	37.21%	\$53,359,075
Hard Cost	14,760,467			39,672,152
Soft Cost	5,092,373			13,686,923

Based on current industry standards, the campus FCI indicates the facilities are in poor condition.



Building System Classifications

The following chart gives a breakdown of the recorded deficiencies by their respective building systems for the entire campus.



In general, the majority of the costs identified in the assessment are for mechanical and electrical systems. Within mechanical systems, most costs are for adding or replacing chillers, boilers, and associated components such as air handlers and ductwork. The majority of the electrical system costs are for replacing lighting fixtures and providing additional capacity to the main service and branch circuits.



Facility FCI by Type Structure

The following is a list of the campus facilities grouped by building number displaying the Current Repair Cost, Replacement Cost and FCI.

<i>Facility</i>	<i>Gross SQ FT</i>	<i>Yr Built</i>	<i>Repair Cost</i>	<i>Replacement Cost</i>	<i>FCI</i>
Lassen College Campus					
01 Creative Arts	30,067	1981	\$1,946,078	\$9,188,923	21.18%
02 Trades	17,758	1980	\$2,331,830	\$5,148,843	45.29%
06 Bookstore	2,745	1979	\$239,519	\$797,521	30.03%
07 Administration	4,096	1971	\$189,327	\$1,203,162	15.74%
08 Humanities	17,331	1971	\$1,833,450	\$5,143,548	35.65%
09 Vo Tech Careers	10,334	1971	\$987,973	\$2,996,749	32.97%
10 Gunshop	6,840	1971	\$801,753	\$1,983,527	40.42%
12 Sports Complex	31,756	1971	\$5,235,006	\$10,397,359	50.35%
14 Cafeteria	10,136	1973	\$1,672,760	\$3,029,600	55.21%
15 Dormitory	22,683	1972	\$2,103,073	\$5,383,869	39.06%
16 Math Science	14,187	1974	\$1,513,488	\$4,044,934	37.42%
17 Student Services	5,885	1975	\$267,935	\$1,728,663	15.50%
18 Maintenance/Receiving	8,686	1975	\$729,991	\$1,248,455	58.47%
23 Agriculture Building #1	3,920	1993	\$0	\$201,531	0.00%
32 AG Production Barn	6,000	1998	\$657	\$862,391	0.08%
Lassen CCD Totals					
	192,424		19,852,840	53,359,075	37.21%



It is accepted practice within the field of professional property management to consider replacement rather than repair of an asset when the FCI for that facility is in the range of 60 – 70% or higher. For facilities with an FCI in or near this range, the master planning process should carefully weigh issues such as:

- Student population (current versus planned) of the school in question
- The condition of the existing foundations and superstructures.
- The need for additional space, i.e., new construction.
- The appropriateness of the location of current assets.



Bookstore

Provided in this report are cost estimates to renovate the facilities and eliminate the identified deficiencies. Please note that these estimates reflect incorporating current building standards, codes, and livability issues into the renovation. The cost estimates *do not* reflect upgrades to:

- the architectural program—e.g., additional square footage for another educational mission;
- finishes—e.g., terrazzo tile in lieu of concrete; and/or
- systems—replacement of a 200 Amp electrical service with a 300 Amp service, which may in fact be more applicable for today's educational mission/program but would require further engineering and study to determine the appropriate service for today's learning environment.





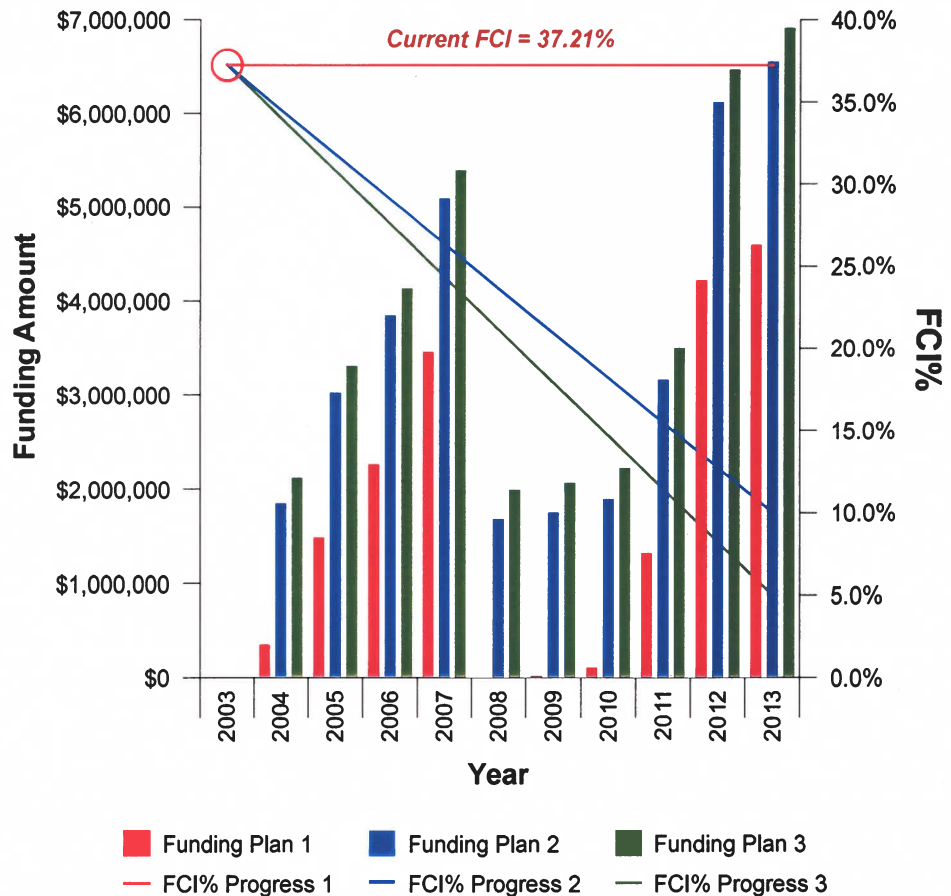
Capital Renewal

Funding Requirements – 10 Year Renewal Projection

The following chart illustrates the 10-year total funding requirements for the Lassen Community College District for three (3) funding scenarios. It shows the combined funding needed for correcting the assessed deficiencies and the predicted capital renewal requirements. Using this chart, we can query:

- “How much funding is required to maintain the current FCI?”
- “What level of funding is required to achieve an FCI of 10%?”
- “What level of funding is required to achieve an FCI of 5%?”

Future Facility Funding vs FCI for Lassen





Funding Plan	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Red	\$346,531	\$1.5 M	\$2.3 M	\$3.4 M	\$0	\$17,215	\$109,493	\$1.3 M	\$4.2 M	\$4.6 M	\$17.8 M
Blue	\$1.9 M	\$3.0 M	\$3.8 M	\$5.0 M	\$1.7 M	\$1.7 M	\$1.9 M	\$3.1 M	\$6.2 M	\$6.6 M	\$34.9 M
Green	\$2.1 M	\$3.3 M	\$4.1 M	\$5.4 M	\$2.0 M	\$2.0 M	\$2.2 M	\$3.6 M	\$6.4 M	\$7.0 M	\$38.1 M

Three scenarios are shown:

- **Current FCI: Keep the current FCI Stable (Red)**

The red line assumes no spending in the current year (2003) for current deficiencies. Capital renewal costs, as shown, over the next 10 years would be required to maintain the current FCI. The total to keep the FCI stable is approximately \$17.8 million.

- **Required funding: Reduce the FCI to 10% (Blue)**

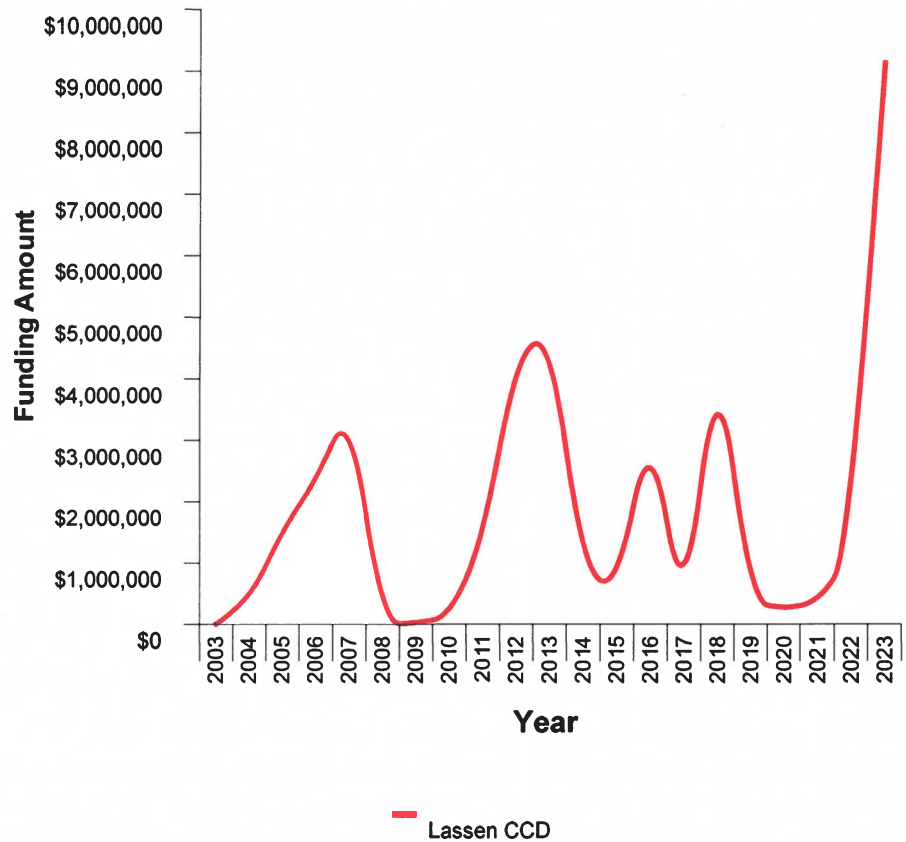
The green line assumes no spending in the current year (2003) for all current deficiencies. It assumes a consistent level of funds for the next 10 years to buy-down the current deficiencies and additional funding for capital renewal items to achieve an FCI of 10%. (Minimal standard as published by APPA.) The total to reduce the FCI to 10% is approximately \$34.9 million.

- **Required funding: Reduce the FCI to 5% (Green)**

The blue line assumes no spending in the current year (2003) for all current deficiencies. It assumes a consistent level of funds for the next 10 years to buy-down the current deficiencies and additional funding for capital renewal items to achieve an FCI of 5%. The total to reduce the FCI to 5% is approximately \$38.1 million.



Facility Renewal Forecast for Lassen



20 Year Capital Renewal Forecast

The cost models for each building give us a method to predict future needs for capital renewal. Each model allows us to assess the remaining life of each of the main systems in the building and to enter the expected time of replacement of such systems. Although each model is only a rough approximation for one building, over a larger sample size use of these cost models produces a reliable estimate of the yearly cost to replace building systems. This chart illustrates a 20-year projection of capital renewal funding requirements, excluding current deficiencies for the entire district.





Conclusions

The overall FCI of the facilities in the Lassen Community College District is 37.21%, typical of what we find for facilities of similar age and function across the nation. While this is a “poor” FCI, (as defined by the APPA) the facilities are generally well maintained.

The majority of the deferred maintenance requirements are of the type that can be renewed without demolition of the facility. (e.g., mechanical and electrical systems, wall and floor finishes, and exterior doors and windows.) Not all facilities should be renovated; however, renovation should remain an option as the planners consider educational master plans, new buildings, high growth areas, population, etc.





COMET Assessments

Condition Management Estimation
Technology – 3D/International Facility
Management Software



Student Services

Facilities Assessment Methodology

The basic level of surveys to be performed within the CCC System is referred to as “Level 1” or “Level 2” assessments. A Level 1 (L-1) assessment is a mathematical model of a facility’s component building systems, which is used to determine their conditions based on the components’ planned life cycles. It is a strategic tool for programming and budgeting capital renewal costs; a macro view of facility status. A Level 2 (L-2) assessment is a detailed physical survey of the condition of existing facilities wherein the assessors document hundreds or thousands of current deficiencies. These deficiencies are added to the L-1 component building system life cycles to determine a comprehensive facility evaluation of both current deficiencies and future renewal costs. It is a tool for facility managers to identify specific deferred maintenance and capital renewal items to repair or replace.

The majority of the facility condition assessment being performed by 3D/I, for Districts within the California Community College System, are Level 2 assessments. For this type of assessment, data is collected from a review of as-built drawings and other current documents as well as a complete but non-destructive visual inspection of facilities. Typical areas of buildings that are investigated include roofs, mechanical rooms, and exterior support areas extending to 5 feet from the building.

The first phase of an L-2 assessment is the review of the floor plans of each facility to be assessed. Next a hierarchical structure (a “tree” or “parent/child” relationship) that captures the facilities and all interior rooms and spaces is designed in the COMET software. The tree structure provides the assessor a road map of the building and the lowest level of the tree structure is where the deficiencies are recorded. The next step is developing cost models for the life cycles of building systems. This includes reviewing existing documents to determine types, ages, and components of the buildings, and the dates and scope of any recent renovations.

3D/I’s cost models are based on RS Means building material estimates and the Business Owners and Managers Association (BOMA) estimated useful life of building components. However, COMET can be customized to reflect individual client’s project or O&M cost histories and to account for particular environmental or operational conditions—such as excessive moisture and heat or continuous operation. Also considered are preventative maintenance efforts, since they can often significantly affect the number of years a system can remain in operation.





Filters

Priorities

Each deficiency is assigned a “Priority” as described below.

- **Priority 1: Directly Affects the Educational Mission** – Systems or elements within systems that should be repaired or replaced to mitigate issues *that prevent the educational mission* of the facility.
- **Priority 2: Indirectly Affects the Educational Mission** - Systems or elements within systems that should be replaced or repaired *to maintain the educational mission* of the facility or mitigate additional damage to the facility.
- **Priority 3: Beyond Expected Useful Life** – Systems or elements within systems that should be replaced or repaired *to maintain the mission* of the facility but potentially have some life left.
- **Priority 4: Finishes and Improvements** – Systems or elements within systems that should be replaced or repaired or upgraded that have *minimal impact on the educational mission* of the facility.

Categories

Each deficiency is classified into one of the following categories.

Life Safety Code Compliance
Building Code Compliance
Accessibility Code Compliance
Capital Renewal
Deferred Maintenance
Energy Efficiency Improvement
Hazmat

Adverse Effects

Each deficiency is assigned one of the following risk potentials.

Campus / Facility Closure
Safety Hazard
Disruption of Program
Code Violation
Greater Future Damage / Cost
Inconvenience
Potential / Future Damage / Cost





Definitions

City Cost Index (CCI)

The R.S. Means data used to develop the cost models and price the deficiencies is based on a national average. In order to reflect pricing indicative of this area of the country, a CCI is applied to all pricing and cost models. The CCI used for Lassen CCD is 147.69%.

Facility Condition Index (FCI)

The FCI represents the relative physical condition of facilities. The FCI measures the estimated cost of the recommended improvements and compares that to the replacement cost of the facility. The total cost of repairs divided by the facility replacement cost is the FCI. A higher FCI indicates a facility in worse shape. For example, if a building has a replacement value of \$1,000,000 and has \$100,000 of existing deficiencies, the FCI is \$100,000/\$1,000,000 or 0.10. The generally accept rule of thumb in building condition assessments is:

Condition	FCI
Good	0 to 5%
Fair	6 to 10%
Poor	10% and above

Facility Systems

- Conveying: Elevators
- Electrical includes alarms and communications, lighting, power, service and distribution.
- Excavation includes any digging for underground access or removal of soil.
- Exterior Closure includes exterior doors, trim, caulking, etc.
- Exterior Walls includes refinishing and painting exterior surfaces and materials.
- Fire Sprinkler includes fire protection systems.
- Foundations include work to repair footings or level slabs, etc.
- Heating & Cooling System includes boilers, cooling, HVAC piping, insulation, mechanical components like pumps and controls.
- Interior construction includes ceiling finishes, flooring finishes, interior doors, stairs, wall finishes and walls.
- Plumbing includes potable and sanitary piping and plumbing fixtures.



Agriculture Building



- Roof includes all components of a roofing system including the deck, insulation, membrane, and any special work such as gutters or repairing flashing, etc.
- Slab on Grade includes any repairs, removal, or replacement after other work is done.
- Special Construction includes chalk and tack boards, seating, etc.
- Structural includes framing system, columns, beams, and slabs.
- Superstructure includes the exterior walls.
- Windows includes repair or replacement of window units.
- Structural: superstructure (columns, beams, footings, foundations, slab-on-grade, etc)



Facility Replacement Cost

This represents the derived expense to rebuild the existing facilities in a manner representing the desired construction. The replacement cost is determined by multiplying the gross area of the facility by the estimated cost per square foot cost value associated with the pertinent cost model.

Renewal Premiums

The costs developed in the models are typical of permanent new construction. When a renovation project is undertaken, certain additional costs are incurred for some systems because of demolition and difficulty. For other systems, not all items in the assembly are replaced. In these instances the reduction in work overcompensates for the demolition costs, and a lower cost is incurred. The table below details our strategy for this issue by system group.

System Name	Life (yrs)	% Renewal
Conveying	25	75%
Electrical	30	90%
Exterior Closure	25	105%
Exterior Walls	100	100%
Fire Protection	25	95%
Foundations	100	100%
IntCeil	13	105%
IntDoor	40	110%
IntFinish	10	100%
IntFloor	10	105%
IntPart	40	110%
Mechanical	30	90%
Plumbing	30	90%
Roof Deck	100	120%
Roofing	20	120%
RoofOpSp	20	120%
Special Construction	25	110%
Special Electrical	10	90%
Stairs	100	100%
Structural	100	100%
Structural walls	100	100%
Windows	25	105%



Hard and Soft Costs

Hard Costs include the installing contractors cost (RS Means data), site work, the contractor’s general conditions, the general contractors overhead and profit and an amount for construction contingency. Soft costs are additional costs, which are necessary to accomplish the work, but are not directly attributable to the general contractor or the deficient system. Soft costs vary by user but can include design fees; specialized investigations such as geotechnical, environmental, or hazardous material; program management fees; and various administrative fees. The soft costs used in this assessment are as follows:

New Construction Cost Breakdown for Cost Models

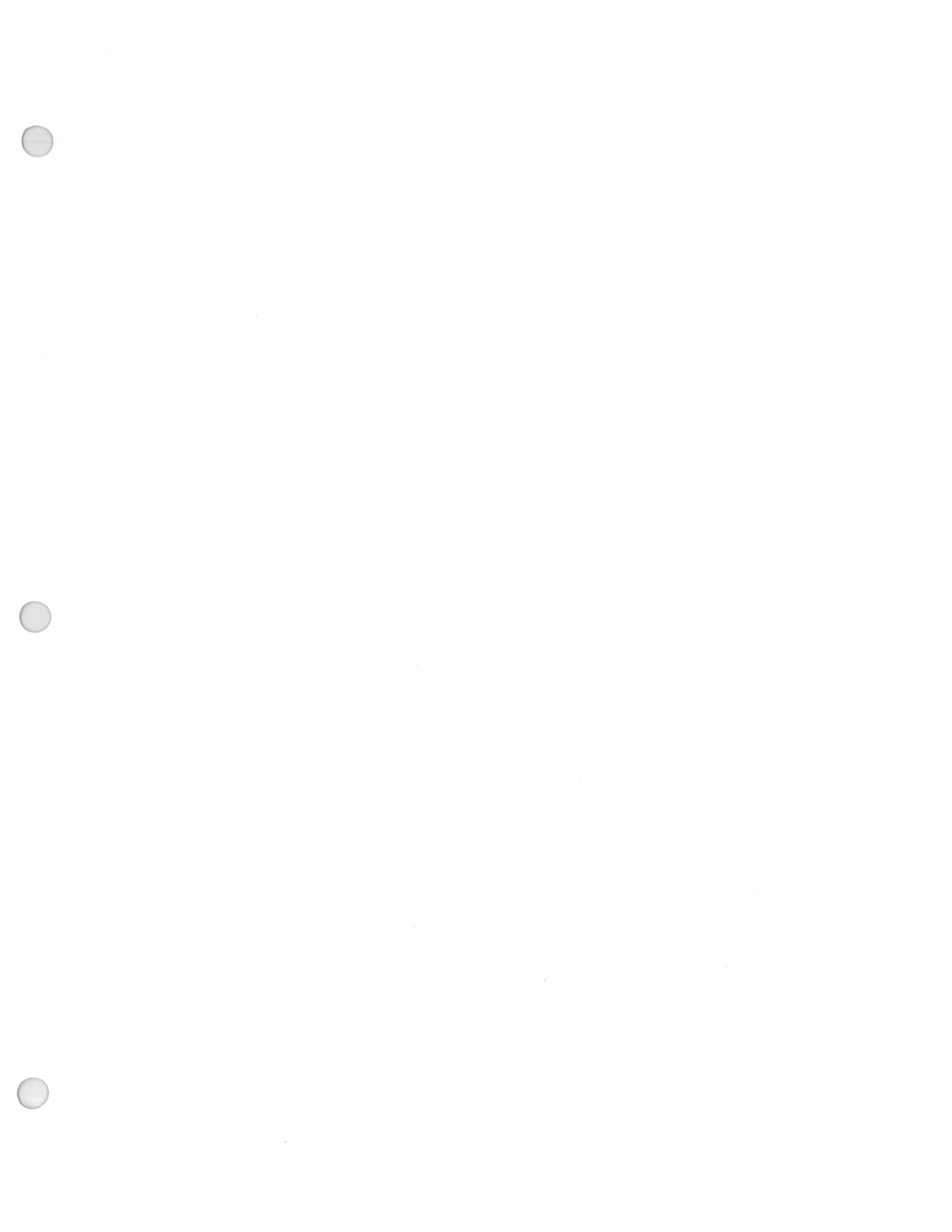
Description	Percentage
Hard Cost	
1. Total Subcontractor/Specialty Costs	R.S. Means Assembly price
2. Site Work	12.0% of 1
3. Area Location Factor	8.0% of 1
4. General Conditions	15.0% of (1+2+3)
5. Contractor Overhead and Profit	10.0% of (1+2+3+4)
6. Construction Contingency	5% of (1+2+3+4+5)
7. General Contract	1+2+3+4+5+6
Soft Cost	
8. Architecture & Engineering	15.0% of General Contract
9. Plan Check/Permits/Fees	2.0% of General Contract
10. Hazardous Materials	0.5% of General Contract
11. Materials Testing & Inspection	2.0% of General Contract
12. Bonds & Insurance	2.0% of General Contract
13. Temporary Storage and Relocation	1.0% of General Contract
14. Furniture & Equipment	7.0% of General Contract
15. Construction Management	5.0% of General Contract

**Renovation Cost Breakdown for deficiencies pricing**

Description	Percentage
Hard Cost	
1. Total Subcontractor/Specialty Costs	R.S. Means per unit price
2. General Conditions	15.0% of 1
3. Contractor Overhead and Profit	10.0% of (1+2)
4. Construction Contingency	15% of (1+2+3)
5. General Contract	1+2+3+4
Soft Cost	
6. Architecture & Engineering	15.0% of General Contract
7. Plan Check/Permits/Fees	2.0% of General Contract
8. Hazardous Materials	3.0% of General Contract
9. Materials Testing & Inspection	2.0% of General Contract
10. Bonds & Insurance	2.0% of General Contract
11. Temporary Storage and Relocation	1.0% of General Contract
12. Furniture & Equipment	7.0% of General Contract
13. Construction Management	5.0% of General Contract

It is important to note that these costs may vary once plans for executing the work are created. If variations do occur over time, the data in COMET can be easily updated to reflect the changing costs.





Facility Executive Summary

Facility: California Community Colleges\Lassen

Attributes:
None

General Information:

Function:

Year Built:

Last Renovation:

Cost Model:

Gross Area:

S.F.

Facility Description:

Lassen Community College District office is located at 478-200 Highway 139, Susanville, CA. The District is comprised of Lassen Community College at the same location and Outreach Centers in Westwood, Herlong, Big Valley and Modoc, Mono, and Sierra Counties. The district has over 35 buildings, 31 permanent and 4 modular, with over 200,000 square feet of educational building space. The college district primarily lays in Sierra, Modoc and Mono Counties and serves the Northeast corner of California.

Surveyor:

Woody Nelson

Date:

14-Jan-2003

Repair Costs:

\$19,852,838.13

Replacement Cost:

\$53,359,075.10

FCI:

37.21%



Photo Description:

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College

Attributes:
None

General Information:

Function:

Year Built:

Last Renovation:

Cost Model:

Gross Area: S.F.

Facility Description:

Lassen Community College is located at 478-200 Highway 139, Susanville, CA. The College is comprised of 35 buildings, 31 permanent and 4 modular, with over 200,000 square feet of educational building space.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$19,849,732.49

Replacement Cost:

\$53,359,075.10

FCI:

37.20%



Photo Description:

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\01 Creative Arts

Attributes:
None

General Information:

Function:		Year Built:	1981
Last Renovation:		Cost Model:	CC Class MSnCP WF
Gross Area:	30,067 S.F.		

Facility Description:

01 Creative Arts is located in the North side of the Lassen Community College of the Lassen Community College District in Susanville, CA. The two story, 30,067 square foot building contains audio visual, radio, and TV classrooms, class labs, and offices. Originally constructed in 1981, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The second floor is wood framed with wood deck. The roof is wood framed with wood decking and a metal standing seam roof system. The standing seam roof is in good condition. The structure's exterior is in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are smooth concrete, carpeting, and VCT in the main areas. The carpet is worn and stained and needs replacement in some areas. Concrete floors are stained and need refinishing. VCT is worn and also needs replacement. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition. Toilet compartments are metal. The second floor is serviced by an elevator.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. Cooling is provided by an air cooled chiller and supplemented by an evaporative cooler. The heating/cooling distribution system is a 4-pipe system using factory built air handling units. Fresh air is provided by air handling units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is inadequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally inadequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in classrooms and corridors. The system is activated by pull stations and is centrally monitored. The building has a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$1,946,077.54

Replacement Cost:

\$9,188,923.20

FCI:

21.18%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges Lassen Lassen College 01 Creative Arts _Electrical	Panelboards	Panelboard: Damaged or failing	16	Electrical	Replace panelboards	30,067	S.F.	\$1,946,078	Barbie	16-Dec-2002	No	No	
	Exit And Emergency Lighting	Exit Light: Damaged or failing	16	Electrical	Replace exit light	7	Ea.	\$4,599	Warren	16-Dec-2002	No	No	
	Switchboards	Main service: Damaged or failing	16	Electrical	Replace electrical main	1	Ea.	\$144,831	Warren	16-Dec-2002	No	No	1200 amp
	Interior Lighting Fixtures	Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace lighting sys w/ energy efficient fixtures	30,067	S.F.	\$688,055	Barbie	16-Dec-2002	No	No	
	Dry Type Transformer	Dry type Xlrmr: Damaged or failing	16	Electrical	Replace XFMR: 3p 480-120/208 112.5KVA	1	Ea.	\$27,593	Warren	16-Dec-2002	No	No	
	Wiring Devices	Branch Circuits: Beyond Expected Useful Life1	16	Electrical	Replace wires, switches, and receptacles	30,067	S.F.	\$197,246	Barbie	16-Dec-2002	No	No	
_Mechanical	Water Chillers	Water Chillers: Damaged or failing	15	Mechanical	Replace water chiller and controls	1	Ea.	\$349,806	Barbie	27-Dec-2002	No	No	60 ton air cooled chiller
	Elevators	Elevator: Damaged or failing	14	Conveying	Replace the existing elevator	1	Ea.	\$137,342	Warren	27-Dec-2002	No	No	Hydraulic ram leaks Elevator has to return to the first floor after every run, just to find the proper leveling
	Balancing, Air	HVAC air distribution system not balanced	15	Mechanical	Test, adjust and balance air distribution system	30,067	S.F.	\$21,606	Barbie	26-Dec-2002	No	No	
_Plumbing	Heat Exchangers	Heat Exchanger: Damaged or failing	15	Mechanical	Replace tube & shell HX, steam/H2O, >250 GPM	1	Ea.	\$96,219	Barbie	16-Dec-2002	No	No	400 g
	Water Heater Storage Tanks	Hot water storage tank: Damaged or failing	15	Plumbing	Replace glass lined tank, 230<600 gallon	1	Ea.	\$13,534	Warren	27-Dec-2002	No	No	
101	Exit And Emergency Lighting	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$9,609	Barbie	16-Dec-2002	No	No	
	Industrial Safety	Eye Wash: Missing or inadequate	15	Plumbing	Install eye wash station	1	Ea.	\$1,512	Warren	16-Dec-2002	No	No	
	Fixtures	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	3	Ea.	\$1,123	Woody	15-Dec-2002	No	No	
	Windows, Oil Base	Sink, classroom: Damaged or failing	15	Plumbing	Replace classroom sink and fixtures	1	Ea.	\$3,957	Barbie	16-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
101A	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	160	S.F.	\$320 \$320	Woody	15-Dec-2002	No	No	
102	Exit And Emergency Lighting Doors & Windows, Oil Base	Exit Light: Missing or inadequate Door and Frame: Paint Failing or Damaged	16 09	Electrical Doors and Windows	Install exit light Strip, paint door and frame w/ oil base paint	1 3	Ea. Ea.	\$4,139 \$3,016 \$1,123	Barbie Warren Woody	16-Dec-2002 15-Dec-2002	No No	No No	
102B	Mechanical Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
103	Creative Arts Hallway Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	920	S.F.	\$7,226 \$7,226	Woody	15-Dec-2002	No	No	
104	Storage Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	120	S.F.	\$240 \$240	Woody	15-Dec-2002	No	No	
105	Restroom, Women Lavatories Water Closets Fans	Lavatory: Damaged or failing Water closet: Damaged or failing Restroom exhaust: Missing or inadequate	15 15 15	Plumbing Plumbing Mechanical	Replace wall mounted lavatory Replace floor mounted water closet Replace the existing toilet fan with a new unit	3 4 1	Ea. Ea. Ea.	\$17,778 \$5,204 \$10,537 \$2,037	Barbie Warren Barbie Warren Barbie Warren	16-Dec-2002 16-Dec-2002 16-Dec-2002	No No No	No No No	
106	Restroom, Men Lavatories Water Closets Fans Urinals	Lavatory: Damaged or failing Water closet: Damaged or failing Restroom exhaust: Missing or inadequate Urinal: Damaged or failing	15 15 15 15	Plumbing Plumbing Mechanical Plumbing	Replace wall mounted lavatory Replace floor mounted water closet Replace the existing toilet fan with a new unit Replace stall type urinal	3 3 1 3	Ea. Ea. Ea. Ea.	\$26,891 \$5,204 \$7,902 \$2,037 \$11,747	Barbie Warren Barbie Warren Barbie Warren Barbie Warren	16-Dec-2002 16-Dec-2002 16-Dec-2002 16-Dec-2002	No No No No	No No No No	
107	Custodian Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
108 Mechanical	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$66,562 \$374	Woody	15-Dec-2002	No	No	
	Dry Type Transformer	Dry type Xfmr: Damaged or failing	16	Electrical	Replace XFMR: 3p 480-120/208 300KVA	1	Ea.	\$66,187	Barbie Warren	16-Dec-2002	No	No	
111 Mechanical	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
112 Creative Arts, Hallway	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	1,024	S.F.	\$8,042 \$8,042	Woody	15-Dec-2002	No	No	
113A	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
116	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
123	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	529	S.F.	\$4,154 \$4,154	Woody	15-Dec-2002	No	No	
123A	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	901	S.F.	\$7,076 \$7,076	Woody	15-Dec-2002	No	No	
124 Mechanical	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
125 Mechanical	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	2	Ea.	\$749 \$749	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Flaw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
127	Exit And Emergency Lighting Carpet	Exit Light: Damaged or failing	16	Electrical	Replace exit light	2	Ea.	\$14,902 \$1,314	Barbie Warren	16-Dec-2002	No	No	
128 Storage	Doors & Windows, Oil Base	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	1,730	S.F.	\$13,588	Woody	15-Dec-2002	No	No	
129 Corridor, North/South	Carpet	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374 \$374	Woody	15-Dec-2002	No	No	
201	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	570	S.F.	\$4,477 \$4,477	Woody	15-Dec-2002	No	No	
202	Exit And Emergency Lighting Resilient Flooring Sinks	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$9,723 \$3,016	Barbie Warren	16-Dec-2002	No	No	
203 Corridor	Water Cooler	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	331	S.F.	\$2,749	Woody	15-Dec-2002	No	No	
204	Carpet	Sink, classroom: Damaged or failing	15	Plumbing	Replace classroom sink and fixtures	1	Ea.	\$3,957	Barbie Warren	16-Dec-2002	No	No	
204A	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	390	S.F.	\$3,063 \$3,063	Woody	15-Dec-2002	No	No	
205 Mechanical	Water Cooler	Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	1	Ea.	\$9,867 \$4,354	Barbie Warren	16-Dec-2002	No	No	
205 Mechanical	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	702	S.F.	\$5,513	Woody	15-Dec-2002	No	No	
204	Wiring Devices	Receptacle: Requires GFCI type	16	Electrical	Install GFCI receptacles	2	Ea.	\$1,460 \$1,460	Barbie Warren	16-Dec-2002	No	No	
204A	Wiring Devices	Receptacle: Requires GFCI type	16	Electrical	Install GFCI receptacles	2	Ea.	\$1,460 \$1,460	Barbie Warren	16-Dec-2002	No	No	
205 Mechanical	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	24	S.F.	\$48 \$48	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Flaw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
207	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	897	S.F.	\$15,861	Woody	15-Dec-2002	No	No	
	Evaporative Coolers	Evaporative coolers: Damaged or failing	15	Mechanical	Replace evaporative cooler	1	Ea.	\$8,817	Barbie Warren	16-Dec-2002	No	No	
207A	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	42	S.F.	\$84	Woody	15-Dec-2002	No	No	
209	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	3,897	S.F.	\$30,607	Woody	15-Dec-2002	No	No	
209A	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	400	S.F.	\$3,142	Woody	15-Dec-2002	No	No	
209B	Mechanical Fans	Storage exhaust: Damaged or failing	15	Mechanical	Replace fan and associated components	1	Ea.	\$7,804	Barbie Warren	16-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	54	S.F.	\$108	Woody	15-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\02 Trades**Attributes:**
None**General Information:**

Function:	Year Built:	1980
Last Renovation:	Cost Model:	CC Class 1SwCP CF
Gross Area:	17,758 S.F.	

Facility Description:

02 Trades is located in the East side of the Lassen Community College of the Lassen Community College District in Susanville, CA. The single story, 17,758 square foot building contains classrooms, class labs, and offices. Originally constructed in 1980, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks and asphalt paving immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is wood framed with wood paneling that is in good condition. The roof is wood framed with wood decking and standing seam metal roof system. The roof is in good condition. The structure's exterior is in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Overhead coiling roll-up metal door service the shop areas. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are smooth concrete, carpeting, and VCT in the main areas. The carpet is worn and stained and needs replacement in some areas. Concrete floors are stained and need refinishing. VCT is worn and also needs replacement. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition. Toilet compartments are metal.

Mechanical/Plumbing:

Heating is provided by an oil fired boiler. The building is not cooled. The heating distribution system is a 2-pipe system using fan coil units and finned tube radiators. The 2-pipe heating system is damaged and needs to be replaced. Fresh air is provided by fan coil units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is inadequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and high pressure sodium and illumination is generally inadequate. Emergency lights are not present. Emergency exit signs are not present. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in classrooms, corridors, and common spaces. The system is activated by pull stations and is centrally monitored. The building does not have a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$2,331,829.59

Replacement Cost:

\$5,148,843.31

FCI:

45.29%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg_System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges Lassen Lassen College 02 Trades _Electrical	Switchboards	Main service: Beyond expected useful life	16	Electrical	Replace electrical main	2	Ea.	\$2,331,830	Barbie Warren	16-Dec-2002	No	No	800 amp
	Motor Control Center	MCC: Damaged or failing	16	Electrical	Replace MCC	9	Ea.	\$177,703	Barbie Warren	16-Dec-2002	No	No	
	Panelboards	Panelboard: Damaged or failing	16	Electrical	Replace panelboards	17,758	S.F.	\$106,104	Barbie Warren	16-Dec-2002	No	No	
	Interior Lighting Fixtures	Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace lighting sys w/ energy efficient fixtures	3,758	S.F.	\$85,984	Barbie Warren	16-Dec-2002	No	No	trade side
	Dry Type Transformer	Dry type Xfmr: Damaged or failing	16	Electrical	Replace XFMR: 3p 480-120/208 225KVA	1	Ea.	\$46,649	Barbie Warren	16-Dec-2002	No	No	
	Interior HID Lighting Fixtures	Fixtures, HID: Damaged or failing	16	Electrical	Replace 1000 W MH high bay system	14,000	S.F.	\$265,673	Barbie Warren	16-Dec-2002	No	No	carpentry and other shop areas
	_Mechanical							\$1,024,709					
	Air Handling Unit	AHU: Damaged or failing	15	Mechanical	Replace AHU, classrm, FPB, 1.7cfm/sf	17,758	S.F.	\$795,233	Barbie Warren	27-Dec-2002	No	No	
	Space Heaters	Space heaters: Damaged or failing	15	Heating	Replace space heaters	3	Ea.	\$9,704	Barbie Warren	16-Dec-2002	No	No	carpentry
	Dust Collection Systems	Dust collection system: Beyond expected useful life	11	Special Construction	Replace dust collection system	1	Ea.	\$61,030	Barbie Warren	16-Dec-2002	No	No	
	Pipe, Steel	Heating piping: damaged or failing	15	Heating	Replace 2-pipe heating system	17,758	S.F.	\$99,041	Barbie Warren	16-Dec-2002	No	No	
	Boilers, Oil-Fired	Boilers, Oil-fired: Damaged or failing	15	Heating	Replace boiler	1	Ea.	\$59,701	Barbie Warren	16-Dec-2002	No	No	1701 mbh
	_Plumbing							\$13,171					
	Water Heaters	Water heater: Damaged or failing	15	Plumbing	Replace H2O heater, com, elec, 80<120 gal	1	Ea.	\$13,171	Barbie Warren	16-Dec-2002	No	No	480 v 80 g
01	Commercial Steel Doors	Exterior Steel Door - Damaged or Failing	08	Exterior Closure	Replace w/ galv. stl. door, frame & new hardware	3	Ea.	\$12,621	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	216	S.F.	\$433	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Flaw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
01A	Exit And Emergency Lighting Lavatories	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$18,183 \$3,016	Barbie Warren	16-Dec-2002	No	No	
	Water Cooler	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$1,735	Barbie Warren	16-Dec-2002	No	No	
	Overhead, Coiling Commercial Carpet	Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	1	Ea.	\$4,354	Barbie Warren	16-Dec-2002	No	No	
		Overhead Doors - Damaged or Failing	08	IntDoor	Replace overhead doors	1	Ea.	\$3,385	Woody	15-Dec-2002	No	No	
		Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	725	S.F.	\$5,694	Woody	15-Dec-2002	No	No	
01B	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	122	S.F.	\$958 \$958	Woody	15-Dec-2002	No	No	
01C	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	479	S.F.	\$959 \$959	Woody	15-Dec-2002	No	No	
01D	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	88	S.F.	\$176 \$176	Woody	15-Dec-2002	No	No	
01E Hall	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	70	S.F.	\$140 \$140	Woody	15-Dec-2002	No	No	
02	Exit And Emergency Lighting Lavatories	Exit Light: Missing or inadequate	16	Electrical	Install exit light	2	Ea.	\$25,360 \$6,032	Barbie Warren	16-Dec-2002	No	No	
	Water Cooler	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$1,735	Barbie Warren	16-Dec-2002	No	No	
	Flooring	Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	1	Ea.	\$4,354	Barbie Warren	16-Dec-2002	No	No	
	Space Heaters	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	1,765	S.F.	\$3,535	Woody	15-Dec-2002	No	No	
		Space heaters: Damaged or failing	15	Heating	Replace space heaters	3	Ea.	\$9,704	Barbie Warren	16-Dec-2002	No	No	carpentry
02A	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	102	S.F.	\$204 \$204	Woody	15-Dec-2002	No	No	
02B	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	132	S.F.	\$264 \$264	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
02MZ	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	377	S.F.	\$755	Woody	15-Dec-2002	No	No	
03	Exit And Emergency Lighting	Exit Light: Missing or inadequate	16	Electrical	Install exit light	2	Ea.	\$70,855	Barbie Warren	16-Dec-2002	No	No	
	Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$1,735	Barbie Warren	16-Dec-2002	No	No	
	Wiring Devices	Receptacle: Damaged or failing	16	Electrical	Replace electrical outlet	16	Ea.	\$1,480	Barbie Warren	16-Dec-2002	No	No	floor recetacles
	Commercial Steel Doors	Exterior Steel Door - Damaged or Failing	08	Exterior Closure	Replace w/ galv. stl. door, frame & new hardware	3	Ea.	\$12,189	Woody	15-Dec-2002	No	No	
	Overhead, Coiling Commercial Flooring	Overhead Doors - Damaged or Failing	08	IntDoor	Replace overhead doors	2	Ea.	\$6,770	Woody	15-Dec-2002	No	No	
03A	Commercial Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	2,846	S.F.	\$5,701	Woody	15-Dec-2002	No	No	
	Make-up Air Unit	Make-up air: Damaged and failing	15	Mechanical	Replace roof top make up air unit 4000-8000 CFM	1	Ea.	\$27,245	Barbie Warren	16-Dec-2002	No	No	
	Space Heaters	Space heaters: Damaged or failing	15	Heating	Replace space heaters	3	Ea.	\$9,704	Barbie Warren	16-Dec-2002	No	No	carpentry
03B	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	60	S.F.	\$120	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	116	S.F.	\$232	Woody	15-Dec-2002	No	No	
03C	Restroom, Men Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	2	Ea.	\$19,171	Barbie Warren	16-Dec-2002	No	No	
	Partitions, Toilet	Toilet Partition: Damaged	10	IntPart	Replace damaged part. use solid plastic partition	1	Ea.	\$2,748	Woody	15-Dec-2002	No	No	
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	2	Ea.	\$5,268	Barbie Warren	16-Dec-2002	No	No	
	Fans	Restroom exhaust: Missing or inadequate	15	Mechanical	Replace the existing toilet fan with a new unit	1	Ea.	\$2,037	Barbie Warren	16-Dec-2002	No	No	
	Urinals	Urinal: Damaged or failing	15	Plumbing	Replace wall hung urinal	2	Ea.	\$5,649	Barbie Warren	16-Dec-2002	No	No	
03D	Lockers	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	180	S.F.	\$361	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note	
03E Restroom, Women Lavatories	Lavatory	Damaged or failing	15	Plumbing	Replace wall mounted lavatory	2	Ea.	\$12,619	Barbie	16-Dec-2002	No	No		
	Showers	Damaged or failing	15	Plumbing	Replace Mixing Valve & Head	2	Ea.	\$3,469	Warren	16-Dec-2002	No	No		
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	2	Ea.	\$1,844	Barbie	2002	No	No		
	Fans	Restroom exhaust: Missing or inadequate	15	Mechanical	Replace the existing toilet fan with a new unit	1	Ea.	\$5,268	Warren	2002	No	No		
								\$2,037	Barbie	16-Dec-2002	No	No		
								\$77,503	Barbie	16-Dec-2002	No	No		
								\$6,032	Warren	2002	No	No		
								\$1,735	Barbie	16-Dec-2002	No	No		
								\$20,310	Woody	15-Dec-2002	No	No		
								\$8,708	Barbie	16-Dec-2002	No	No		
04	Exit And Emergency Lighting Lavatories	Exit Light: Missing or inadequate	16	Electrical	Install exit light	2	Ea.	\$6,032	Warren	2002	No	No		
	Overhead, Coiling Commercial Water Cooler	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$1,735	Warren	2002	No	No		
		Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	6	Ea.	\$20,310	Woody	2002	No	No		
		Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	2	Ea.	\$8,708	Barbie	16-Dec-2002	No	No		
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	3,394	S.F.	\$6,798	Woody	2002	No	No		
		Space heaters: Damaged or failing	15	Heating	Replace space heaters	5	Ea.	\$16,174	Barbie	16-Dec-2002	No	No	carpentry	
		Gang wash fountain: Damaged or failing	15	Plumbing	Replace group wash fountain	1	Ea.	\$11,897	Warren	2002	No	No	half round	
		Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	3,260	S.F.	\$5,849	Woody	15-Dec-2002	No	No		
		Overhead, Coiling Commercial Flooring	Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	6	Ea.	\$21,060	Woody	15-Dec-2002	No	No	
			Concrete Floor: Stained	09	IntFloor	Paint concrete floor	374	S.F.	\$749	Woody	15-Dec-2002	No	No	
04C	Overhead, Coiling Commercial Flooring	Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	6	Ea.	\$21,124	Woody	15-Dec-2002	No	No		
		Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	6	Ea.	\$20,310	Woody	2002	No	No		
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	406	S.F.	\$813	Woody	15-Dec-2002	No	No		

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
04E	Exit And Emergency Lighting	Exit Light: Missing or Inadequate	16	Electrical	Install exit light	1	Ea.	\$17,342	Barbie Warren	16-Dec-2002	No	No	
	Overhead, Coiling Commercial Flooring	Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	3	Ea.	\$10,155	Woody	15-Dec-2002	No	No	
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	102	S.F.	\$204	Woody	15-Dec-2002	No	No	
	Space Heaters	Space heaters: Damaged or falling	15	Heating	Replace space heaters	1	Ea.	\$3,235	Barbie Warren	16-Dec-2002	No	No	carpentry
	Coatings & Paints	Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	408	S.F.	\$732	Woody	15-Dec-2002	No	No	
04MZ	Coatings & Paints	Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	820	S.F.	\$1,471	Woody	15-Dec-2002	No	No	
05	Engine Room Overhead, Coiling Commercial Flooring	Overhead Doors - Beyond Useful Life	08	Exterior Closure	Replace overhead doors	6	Ea.	\$20,465	Woody	15-Dec-2002	No	No	
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	77	S.F.	\$154	Woody	15-Dec-2002	No	No	
06	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	24	S.F.	\$48	Woody	15-Dec-2002	No	No	
07	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	28	S.F.	\$56	Woody	15-Dec-2002	No	No	
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	28	S.F.	\$56	Woody	15-Dec-2002	No	No	
08	Storage Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	63	S.F.	\$126	Woody	15-Dec-2002	No	No	
		Concrete Floor: Stained	09	IntFloor	Paint concrete floor	63	S.F.	\$126	Woody	15-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\06 Bookstore

Attributes:
None

General Information:

Function:	Year Built:	1979
Last Renovation:	Cost Model:	CC SC 1SnCP TW
Gross Area:	2,745 S.F.	

Facility Description:

06 Bookstore is located in the North side of the Lassen Community College of the Lassen Community College District in Susanville, CA. The single story, 2,745 square foot building contains merchandise areas, lounge, and office. Originally constructed in 1979, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The roof is wood framed with wood decking and aluminum shingle roof system. The shingle roof is failing and needs replacement. The structure's exterior is in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The walls need repainting. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are primarily carpet that is worn and needs replacement. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. Cooling is provided by evaporative coolers. The heating/cooling distribution system is a 4-pipe system using factory built air handling units. Fresh air is provided by air handling units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is adequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally inadequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in offices and common spaces. The system is activated by pull stations and smoke detectors and is centrally monitored. The building does not have a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$239,519.18

Replacement Cost:

\$797,520.77

FCI:

30.03%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg_System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges													
Lassen													
Lassen College													
06 Bookstore													
_Electrical													
	Panelboards	Panelboard: Damaged or failing	16	Electrical	Replace panelboards	2,745	S.F.	\$239,519 \$239,519 \$239,519 \$79,030 \$16,228	Barbie Warren	16-Dec-2002	No	No	
	Interior Lighting Fixtures	Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace lighting sys w/ energy efficient fixtures	2,745	S.F.	\$62,803	Barbie Warren	16-Dec-2002	No	No	
_Plumbing													
	Water Heaters	Water heater: Damaged or failing	15	Plumbing	Replace H2O heater, res, elec, 10<-30 gal	1	Ea.	\$1,660 \$1,660	Barbie Warren	16-Dec-2002	No	No	15 g
_Roof													
	Wood	Wood Shingles Roof: Damaged or Failing	07	Roofing	Replace wood shingles	8,000	S.F.	\$126,033 \$126,033	Woody	15-Dec-2002	No	No	
01	Exit And Emergency Lighting Carpet	Exit Light: Damaged or failing	16	Electrical	Replace exit light	1	Ea.	\$15,775 \$657	Barbie Warren	16-Dec-2002	No	No	
	Coatings & Paints	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	1,532	S.F.	\$12,032	Woody	15-Dec-2002	No	No	
		Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	1,720	S.F.	\$3,086	Woody	15-Dec-2002	No	No	
02	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	80	S.F.	\$1,274 \$628	Woody	15-Dec-2002	No	No	
	Coatings & Paints	Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	360	S.F.	\$646	Woody	15-Dec-2002	No	No	
05 Toilet, Unisex	Wiring Devices Lavatories Water Closets Fans Coatings & Paints	Receptacle: Requires GFCI type Lavatory: Damaged or failing Water closet: Damaged or failing Restroom exhaust: Missing or inadequate Interior walls: Paint failing	16 15 15 15 09	Electrical Plumbing Plumbing Mechanical IntFinish	Install GFCI receptacles Replace wall mounted lavatory Replace floor mounted water closet Replace the existing toilet fan with a new unit Prep., prime and paint partitions	1 2 2 1 230	Ea. Ea. Ea. Ea. S.F.	\$11,918 \$730 \$3,469 \$5,268 \$2,037 \$413	Barbie Warren Barbie Warren Barbie Warren Barbie Warren Woody	16-Dec-2002 16-Dec-2002 16-Dec-2002 16-Dec-2002 15-Dec-2002	No No No No No	No No No No No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
06	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	323	S.F.	\$3,828 \$2,537	Woody	15-Dec-2002	No	No	
	Coatings & Paints	Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	720	S.F.	\$1,292	Woody	15-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\07 Administration

Attributes:
None

General Information:

Function:	Year Built:	1971
Last Renovation:	Cost Model:	CC Admin 1SnCP TW
Gross Area:	4,096 S.F.	

Facility Description:

07 Administration is located in the center of the Lassen Community College of the Lassen Community College District in Susanville, CA. The one story, 30,067 square foot building contains offices. Originally constructed in 1971, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The roof is wood framed with wood decking and standing seam metal roof system. The metal roof is in good condition. The structure's exterior is in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are carpet in the main areas. The carpet is worn and stained and needs replacement. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. Cooling is provided by packaged air conditioning units. The heating/cooling distribution system is a 4-pipe system using factory built air handling units. Fresh air is provided by air handling units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is inadequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally inadequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in corridors and offices. The system is activated by pull stations and smoke detectors and is centrally monitored. The building has a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$189,326.72

Replacement Cost:

\$1,203,161.50

FCI:

15.74%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges													
Lassen College													
07 Administration													
_Electrical													
	Exit And Emergency Lighting	Exit Light: Damaged or failing	16	Electrical	Replace exit light	2	Ea.	\$189,327	Barbie Warren	16-Dec-2002	No	No	
	Interior Lighting Fixtures	Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace lighting sys w/ energy efficient fixtures	4,096	S.F.	\$189,327 \$95,045 \$1,314	Barbie Warren	16-Dec-2002	No	No	
_Mechanical													
	Air Handling Unit	AHU: Damaged or failing	15	Mechanical	Replace AHU (Multi-zone)	4,096	S.F.	\$40,969 \$40,969	Barbie Warren	16-Dec-2002	No	No	
01A Hall, East/West													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	140	S.F.	\$1,100 \$1,100	Woody	15-Dec-2002	No	No	
01B Hall, North/South													
	Water Cooler	Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	1	Ea.	\$5,013 \$4,354	Barbie Warren	16-Dec-2002	No	No	
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	84	S.F.	\$659	Woody	15-Dec-2002	No	No	
02													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	169	S.F.	\$1,326 \$1,326	Woody	15-Dec-2002	No	No	
03													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	370	S.F.	\$2,906 \$2,906	Woody	15-Dec-2002	No	No	
04													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	267	S.F.	\$2,096 \$2,096	Woody	15-Dec-2002	No	No	
05													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	166	S.F.	\$1,303 \$1,303	Woody	15-Dec-2002	No	No	
06													
	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	72	S.F.	\$565 \$565	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
08	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	143	S.F.	\$1,123 \$1,123	Woody	15-Dec-2002	No	No	
13	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	48	S.F.	\$376 \$376	Woody	15-Dec-2002	No	No	
14	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	96	S.F.	\$753 \$753	Woody	15-Dec-2002	No	No	
15	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	507	S.F.	\$3,981 \$3,981	Woody	15-Dec-2002	No	No	
16	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	169	S.F.	\$1,326 \$1,326	Woody	15-Dec-2002	No	No	
Mechanical Rm, 2	Sinks	Sink, janitorial: Damaged or failing	15	Plumbing	Replace floor mounted janitor's sink and fixtures	1	Ea.	\$18,791 \$2,938	Barbie Warren	16-Dec-2002	No	No	
	Fans	Storage exhaust: Missing or inadequate	15	Mechanical	Install roof exhaust system	1	Ea.	\$6,694	Warren	16-Dec-2002	No	No	
	Backflow Preventer	Backflow preventer: Damaged or failing	15	Plumbing	Replace 4" backflow preventer	1	Ea.	\$9,159	Barbie Warren	16-Dec-2002	No	No	
Restroom, Men	Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$8,285 \$1,735	Barbie Warren	16-Dec-2002	No	No	
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	1	Ea.	\$2,634	Barbie Warren	16-Dec-2002	No	No	
	Urinals	Urinal: Damaged or failing	15	Plumbing	Replace stall type urinal	1	Ea.	\$3,916	Barbie Warren	16-Dec-2002	No	No	
Restroom, Women	Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$4,369 \$1,735	Barbie Warren	16-Dec-2002	No	No	
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	1	Ea.	\$2,634	Barbie Warren	16-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\08 Humanities

Attributes:
None

General Information:

Function:	Year Built:	1971
Last Renovation:	Cost Model:	CC Class MSnCP TW
Gross Area:	17,331 S.F.	

Facility Description:

08 Humanities is located in the center of the Lassen Community College of the Lassen Community College District in Susanville, CA. The two story, 30,067 square foot building contains classrooms and offices. Originally constructed in 1971, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The second floor is wood framed with a wood deck. The roof is wood framed with wood decking and standing seam metal roof system. The metal roof is in good condition. The structure's exterior is in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are carpeting in most areas. The carpet is worn and stained and needs replacement throughout the building. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition. Toilet compartments are metal.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. The building does not have any cooling. The heating distribution system is a 2-pipe system using fan coil units and finned tube radiators. Fresh air is provided by fan coil units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is adequate. Plumbing fixtures are typically in good condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally inadequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in classrooms, corridors, offices, and other common spaces. The system is activated by pull stations and smoke detectors and is centrally monitored. The building has a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$1,833,449.65

Replacement Cost:

\$5,143,547.91

FCI:

35.65%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges													
Lassen College													
08 Humanities													
_Electrical													
	Panelboards	Panelboard: Beyond expected useful life	16	Electrical	Replace panelboards	17,331	S.F.	\$103,656	Barbie Warren	27-Dec-2002	No	No	
	Dry Type Transformer Interior Lighting Fixtures	Dry type Xfmr: Beyond expected useful life Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace XFMR: 3p 480-120/208 <=45KVA Replace lighting sys w/ energy efficient fixtures	1	Ea.	\$12,020	Barbie Warren	27-Dec-2002	No	No	
	Wiring Devices	Branch Circuits: Beyond Expected Useful Life ¹	16	Electrical	Replace wires, switches, and receptacles	17,331	S.F.	\$396,598	Barbie Warren	27-Dec-2002	No	No	
								\$113,696	Barbie Warren	27-Dec-2002	No	No	
_Mechanical													
	Ductwork	Ductwork: Beyond expected useful life	15	Mechanical	Replace ductwork	17,331	S.F.	\$1,102,654	Barbie Warren	27-Dec-2002	No	No	
	Air Handling Unit Pipe, Steel	AHU: Beyond expected useful life Heating piping: damaged or failing	15	Mechanical	Replace AHU, classrm, FPB, 1.7cfm/sf Replace 2-pipe heating system	17,331	S.F.	\$776,111	Barbie Warren	27-Dec-2002	No	No	
			15	Heating		17,331	S.F.	\$96,660	Barbie Warren	27-Dec-2002	No	No	
								\$48,272					
								\$1,680					
								\$1,680	Woody	15-Dec-2002	No	No	
101	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	214	S.F.						
102	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	661	S.F.	\$5,191	Woody	15-Dec-2002	No	No	
102A	Storage Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	90	S.F.	\$707	Woody	15-Dec-2002	No	No	
103	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	275	S.F.	\$2,159	Woody	15-Dec-2002	No	No	
104	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	236	S.F.	\$1,853	Woody	15-Dec-2002	No	No	
105	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	72	S.F.	\$565	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
106	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	580	S.F.	\$4,555 \$4,555	Woody	15-Dec-2002	No	No	
107	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	824	S.F.	\$6,471 \$6,471	Woody	15-Dec-2002	No	No	
108	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	66	S.F.	\$518 \$518	Woody	15-Dec-2002	No	No	
109	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	82	S.F.	\$644 \$644	Woody	15-Dec-2002	No	No	
110	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	72	S.F.	\$565 \$565	Woody	15-Dec-2002	No	No	
111	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	82	S.F.	\$644 \$644	Woody	15-Dec-2002	No	No	
112	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	72	S.F.	\$565 \$565	Woody	15-Dec-2002	No	No	
113 Library	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	2,280	S.F.	\$17,907 \$17,907	Woody	15-Dec-2002	No	No	
114	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	242	S.F.	\$1,900 \$1,900	Woody	15-Dec-2002	No	No	
115	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	115	S.F.	\$903 \$903	Woody	15-Dec-2002	No	No	
116	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	115	S.F.	\$903 \$903	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
118 Custodian	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	35	S.F.	\$501 \$70	Woody	15-Dec-2002	No	No	
	Coatings & Paints	Interior walls: Paint falling	09	IntFinish	Prep., prime and paint partitions	240	S.F.	\$431	Woody	15-Dec-2002	No	No	
121 Storage	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	20	S.F.	\$40 \$40	Woody	15-Dec-2002	No	No	
Second Floor								\$56,553 \$8,749					
201	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	1,114	S.F.	\$8,749	Woody	15-Dec-2002	No	No	
201A Lobby	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	54	S.F.	\$424 \$424	Woody	15-Dec-2002	No	No	
202	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	920	S.F.	\$7,226 \$7,226	Woody	15-Dec-2002	No	No	
202A Storage	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	48	S.F.	\$96 \$96	Woody	15-Dec-2002	No	No	
203 Mechanical	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	162	S.F.	\$324 \$324	Woody	15-Dec-2002	No	No	
204	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	671	S.F.	\$5,270 \$5,270	Woody	15-Dec-2002	No	No	
205	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	145	S.F.	\$1,138 \$1,138	Woody	15-Dec-2002	No	No	
206	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	961	S.F.	\$7,548 \$7,548	Woody	15-Dec-2002	No	No	
207	Carpet	Carpet: Damaged or Falling	09	IntFloor	Replace carpet and resilient base	75	S.F.	\$588 \$588	Woody	15-Dec-2002	No	No	

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
208	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	82	S.F.	\$644 \$644	Woody	15-Dec-2002	No	No	
209	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	75	S.F.	\$588 \$588	Woody	15-Dec-2002	No	No	
210	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	82	S.F.	\$644 \$644	Woody	15-Dec-2002	No	No	
211	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	73	S.F.	\$573 \$573	Woody	15-Dec-2002	No	No	
212	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	98	S.F.	\$769 \$769	Woody	15-Dec-2002	No	No	
213	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	228	S.F.	\$1,790 \$1,790	Woody	15-Dec-2002	No	No	
214	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	228	S.F.	\$1,790 \$1,790	Woody	15-Dec-2002	No	No	
215 Conference Carpet	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	195	S.F.	\$1,531 \$1,531	Woody	15-Dec-2002	No	No	
216 Library Carpet	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	1,170	S.F.	\$9,189 \$9,189	Woody	15-Dec-2002	No	No	
216A Storage Flooring	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	16	S.F.	\$32 \$32	Woody	15-Dec-2002	No	No	
217 Corridor, North/South Carpet	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	288	S.F.	\$2,261 \$2,261	Woody	15-Dec-2002	No	No	
218 Corridor, East/West Carpet	Carpet	Carpet: Damaged or Failing	09	IntFloor	Replace carpet and resilient base	685	S.F.	\$5,379 \$5,379	Woody	15-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\09 Vo Tech Careers**Attributes:**
None**General Information:**

Function:	Year Built:	1971
Last Renovation:	Cost Model:	CC Class 1SnCP TW
Gross Area:	10,334 S.F.	

Facility Description:

09 Vo Tech Careers is located in the center of the Lassen Community College of the Lassen Community College District in Susanville, CA. The single story, 10,334 square foot building contains classrooms, class labs, and offices. Originally constructed in 1971, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The roof is wood framed with wood decking and standing seam metal roof system. The metal roof and the structure's exterior are in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The walls are in good condition. The ceilings are glue-on ceiling tile throughout the building that is stained and needs replacement in some areas. Floors are primarily VCT that is worn and needs replacement in most areas. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restrooms have ceramic tile floors and wainscot that is in good condition. Toilet compartments are metal.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. Cooling is provided by evaporative coolers. The heating distribution system is a 2-pipe system using fan coil units. Fresh air is provided by fan coil units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is inadequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally inadequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in corridors and offices. The system is activated by pull stations and smoke detectors and is centrally monitored. The building has a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$987,972.91

Replacement Cost:

\$2,996,749.43

FCI:

32.97%

**Photo Description:**

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges Lassen Lassen College 09 Vo Tech Careers _Electrical	Panelboards	Panelboard: Damaged or failing	16	Electrical	Replace panelboards	10,334	S.F.	\$987,973 \$987,973 \$987,973 \$368,534 \$61,730	Barbie Warren	16-Dec-2002	No	No	
	Interior Lighting Fixtures	Fixtures, fluorescent: Beyond expected useful life	16	Electrical	Replace lighting sys w/ energy efficient fixtures	10,334	S.F.	\$236,478	Barbie Warren	16-Dec-2002	No	No	
	Exterior Fixtures	Walkway light: Damaged or failing	16	Electrical	Replace walkway lighting	2	Ea.	\$2,535	Barbie Warren	16-Dec-2002	No	No	
	Wiring Devices	Branch Circuits: Beyond Expected Useful Life ¹	16	Electrical	Replace wires, switches, and receptacles	10,334	S.F.	\$67,792	Barbie Warren	16-Dec-2002	No	No	
	_-Mechanical							\$473,694 \$462,774	Barbie Warren	27-Dec-2002	No	No	
	Air Handling Unit	AHU: Damaged or failing	15	Mechanical	Replace AHU, classrm, FPB, 1.7cfm/sf	10,334	S.F.	\$10,920	Barbie Warren	16-Dec-2002	No	No	
	Pumps, Circulating	HWP: Damaged or failing	15	Mechanical	Replace heating water pump	1	Ea.	\$21,626 \$3,016	Barbie Warren	16-Dec-2002	No	No	
01	Exit And Emergency Lighting Devices	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$648	Barbie Warren	16-Dec-2002	No	No	floor
	Resilient Flooring	Receptacle: Damaged or failing	16	Electrical	Replace electrical outlet	7	Ea.	\$9,145	Woody	15-Dec-2002	No	No	
	Evaporative Coolers	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	1,098	S.F.	\$8,817	Barbie Warren	16-Dec-2002	No	No	
	Evaporative Coolers	Evaporative coolers: Damaged or failing	15	Mechanical	Replace evaporative cooler	1	Ea.	\$1,258 \$1,258	Woody	15-Dec-2002	No	No	
02	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	152	S.F.	\$4,876 \$3,016	Barbie Warren	16-Dec-2002	No	No	
03	Exit And Emergency Lighting Resilient Flooring	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$1,860	Woody	15-Dec-2002	No	No	
	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	224	S.F.						

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
04	Exit And Emergency Lighting Resilient Flooring Sinks	Exit Light: Missing or inadequate VCT: Damaged or Failing Sink, classroom: Damaged or failing	16 09 15	Electrical IntFloor AC Sealcoat & Stripe	Install exit light Replace VCT flooring and resilient base Replace classroom sink and fixtures	1 1,104 1	Ea. S.F. Ea.	\$16,168 \$3,016 \$9,195 \$3,957	Barbie Warren Woody Barbie Warren	16-Dec-2002 15-Dec-2002 16-Dec-2002	No No No	No No No	
05	Exit And Emergency Lighting Resilient Flooring	Exit Light: Missing or inadequate VCT: Damaged or Failing	16 09	Electrical IntFloor	Install exit light Replace VCT flooring and resilient base	2 634	Ea. S.F.	\$11,313 \$6,032 \$5,281	Barbie Warren Woody	16-Dec-2002 15-Dec-2002	No No	No No	
06	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	103	S.F.	\$856 \$856	Woody	15-Dec-2002	No	No	
07	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	103	S.F.	\$856 \$856	Woody	15-Dec-2002	No	No	
08	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	166	S.F.	\$1,372 \$1,372	Woody	15-Dec-2002	No	No	
09	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	396	S.F.	\$3,294 \$3,294	Woody	15-Dec-2002	No	No	
11	Restroom, Men Lavatories Water Closets Fans Urinals	Lavatory: Damaged or failing Water closet: Damaged or failing Restroom exhaust: Missing or inadequate Urinal: Damaged or failing	15 15 15 15	Plumbing Plumbing Mechanical Plumbing	Replace wall mounted lavatory Replace floor mounted water closet Replace the existing toilet fan with a new unit Replace stall type urinal	2 2 1 2	Ea. Ea. Ea. Ea.	\$18,606 \$3,469 \$5,268 \$2,037 \$7,832	Barbie Warren Barbie Warren Barbie Warren Barbie Warren	16-Dec-2002 16-Dec-2002 16-Dec-2002 16-Dec-2002	No No No No	No No No No	
12	Restroom, Women, 1 Lavatories Water Closets Fans	Lavatory: Damaged or failing Water closet: Damaged or failing Restroom exhaust: Missing or inadequate	15 15 15	Plumbing Plumbing Mechanical	Replace wall mounted lavatory Replace floor mounted water closet Replace the existing toilet fan with a new unit	1 1 1	Ea. Ea. Ea.	\$6,406 \$1,735 \$2,634 \$2,037	Barbie Warren Barbie Warren Barbie Warren	16-Dec-2002 16-Dec-2002 16-Dec-2002	No No No	No No No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Flaw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
13 Custodian	Fans	Storage exhaust: Missing or inadequate	15	Mechanical	Install roof exhaust system	1	Ea.	\$7,325	Barbie Warren	16-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	136	S.F.	\$6,694	Barbie Warren	15-Dec-2002	No	No	
	Coatings & Paints	Interior walls: Paint failing	09	IntFinish	Prep., prime and paint partitions	200	S.F.	\$272	Woody	15-Dec-2002	No	No	
								\$359	Woody	15-Dec-2002	No	No	
14 Restroom, Women, 2	Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$6,406	Barbie Warren	16-Dec-2002	No	No	
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	1	Ea.	\$2,634	Barbie Warren	16-Dec-2002	No	No	
	Fans	Restroom exhaust: Missing or inadequate	15	Mechanical	Replace the existing toilet fan with a new unit	1	Ea.	\$2,037	Barbie Warren	16-Dec-2002	No	No	
15	Exit And Emergency Lighting Resilient Flooring	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$11,264	Barbie Warren	16-Dec-2002	No	No	
		VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	990	S.F.	\$3,016	Barbie Warren	15-Dec-2002	No	No	
16	Exit And Emergency Lighting Resilient Flooring	Exit Light: Missing or inadequate	16	Electrical	Install exit light	1	Ea.	\$10,059	Barbie Warren	16-Dec-2002	No	No	
		VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	846	S.F.	\$3,016	Barbie Warren	15-Dec-2002	No	No	
17	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	84	S.F.	\$7,043	Woody	15-Dec-2002	No	No	
								\$688	Woody	15-Dec-2002	No	No	
18	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	178	S.F.	\$688	Woody	15-Dec-2002	No	No	
								\$1,483	Woody	15-Dec-2002	No	No	
19	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	1,098	S.F.	\$1,483	Woody	15-Dec-2002	No	No	
								\$9,145	Woody	15-Dec-2002	No	No	
20 Corridor	Resilient Flooring Ceiling Tile	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	396	S.F.	\$9,145	Woody	15-Dec-2002	No	No	
		Glue on ceiling tile: Beyond expected useful life	09	IntCeil	Replace 1' x 1' glued acoustical ceiling tile	396	S.F.	\$3,294	Woody	15-Dec-2002	No	No	
								\$3,195	Woody	15-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
Corridor, North/South	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	190	S.F.	\$3,110	Woody	15-Dec-2002	No	No	
	Ceiling Tile	Glue on ceiling tile: Beyond expected useful life	09	IntCeil	Replace 1' x 1' glued acoustical ceiling tile	190	S.F.	\$1,581 \$1,529	Woody	15-Dec-2002	No	No	
Entrance	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	100	S.F.	\$1,635	Woody	15-Dec-2002	No	No	
	Ceiling Tile	Glue on ceiling tile: Beyond expected useful life	09	IntCeil	Replace 1' x 1' glued acoustical ceiling tile	100	S.F.	\$832 \$804	Woody	15-Dec-2002	No	No	
Hall, East/West	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	92	S.F.	\$1,507	Woody	15-Dec-2002	No	No	
	Ceiling Tile	Glue on ceiling tile: Beyond expected useful life	09	IntCeil	Replace 1' x 1' glued acoustical ceiling tile	92	S.F.	\$766 \$741	Woody	15-Dec-2002	No	No	

Facility Executive Summary

Facility: California Community Colleges\Lassen\Lassen College\10 Gunshop

Attributes:
None

General Information:

Function:	Year Built:	1971
Last Renovation:	Cost Model:	CC Class 1SnCP TW
Gross Area:	6,840 S.F.	

Facility Description:

10 Gunshop is located in the center of the Lassen Community College of the Lassen Community College District in Susanville, CA. The single story, 6,840 square foot building contains class labs and office. Originally constructed in 1971, there have been no additions or renovations. The building is a permanent facility.

Site:

Concrete sidewalks immediately adjacent to the facility are in good condition and pose no hazards.

Structural/Exterior Closure:

The building foundation is a concrete slab on grade with deepened concrete perimeter footings. The exterior is tilt-up precast concrete panels with architectural textured stone panels and formed and pour concrete structural members that are in good condition. The roof is wood framed with wood decking and standing seam metal roof system. The metal roof and the structure's exterior are in good condition. The exterior walls have aluminum storefront doors and a tinted glass aluminum window system. Service doors are flat faced steel in steel frames. The windows are single paned glass in aluminum frames.

Interiors:

The partitions in the building are typically gypsum board. The walls are in good condition. The ceilings are glue-on ceiling tile throughout the building that is in good condition. Floors are primarily smooth concrete that is stained and needs refinishing in most areas. Interior doors are wood with slab faces in steel frames. Door hardware is in serviceable condition. Restroom has concrete floor and hardboard wainscot that is in good condition.

Mechanical/Plumbing:

Heating is provided by oil fired boilers located in the Sports Complex. The building does not have any cooling. The heating distribution system is a 2-pipe system using fan coil units. Fresh air is provided by fan coil units. Ceiling mounted exhaust fans are installed in restrooms and ventilation is inadequate. Plumbing fixtures are typically in poor condition and copper piping is original.

Electrical:

The electrical system is fed from a pad mounted transformer that delivers 120/208 V and 277/480 V, 3 phase, 4-wire power to the facility. Lighting is typically fluorescent and illumination is generally adequate. Emergency lights are present. Emergency exit signs are present and are typically illuminated. The building shares the campus emergency generator.

Fire Protection/Life Safety Systems:

The fire alarm system consists of audible and strobe annunciators in classrooms. The system is activated by pull stations and smoke detectors and is centrally monitored. The building has a fire sprinkler system.

Surveyor:

Woody Nelson

Date:

18-Dec-2002

Repair Costs:

\$801,752.69

Replacement Cost:

\$1,983,526.81

FCI:

40.42%

**Photo Description:**

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
California Community Colleges													
Lassen College													
10 Gunshop													
_Electrical													
	Switchboards	Main service: Beyond expected useful life	16	Electrical	Replace electrical main	2	Ea.	\$801,753	Barbie Warren	16-Dec-2002	No	No	1400 amp
	Panelboards	Panelboard: Damaged or failing	16	Electrical	Replace panelboards	6,840	S.F.	\$40,794	Barbie Warren	16-Dec-2002	No	No	
	Dry Type Transformer	Dry type Ximr: Damaged or failing	16	Electrical	Replace XFMR: 3p 480-120/208 <=45KVA	1	Ea.	\$12,020	Barbie Warren	16-Dec-2002	No	No	
	Wiring Devices	Branch Circuits: Beyond Expected Useful Life ¹	16	Electrical	Replace wires, switches, and receptacles	6,840	S.F.	\$44,874	Barbie Warren	16-Dec-2002	No	No	
_Mechanical													
	Compressors	Air Comp.: Damaged or failing	15	Mechanical	Replace air compressor and controls	1	Ea.	\$315,979	Barbie Warren	16-Dec-2002	No	No	
	Air Handling Unit	AHU: Damaged or failing	15	Mechanical	Replace AHU, classrm, FPB, 1.7cfm/sf	6,840	S.F.	\$306,307	Barbie Warren	27-Dec-2002	No	No	
101 Lab													
	Exit And Emergency Lighting	Exit Light: Beyond expected useful life	16	Electrical	Replace exit light	2	Ea.	\$12,451	Barbie Warren	16-Dec-2002	No	No	
	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	1,531	S.F.	\$3,067	Woody	15-Dec-2002	No	No	
	Fans	Exhaust Fans	15	AHU and Exhaust	Replace fan and associated components	1	Ea.	\$7,696	Barbie Warren	16-Dec-2002	No	No	
102 Gun Shop													
	Exit And Emergency Lighting	Exit Light: Beyond expected useful life	16	Electrical	Replace exit light	2	Ea.	\$27,959	Barbie Warren	16-Dec-2002	No	No	
	Industrial Safety Fixtures	Eye Wash: Missing or inadequate	15	Plumbing	Replace eye wash station	1	Ea.	\$1,512	Barbie Warren	16-Dec-2002	No	No	
	Water Cooler	Water Cooler: Damaged or failing	15	Plumbing	Replace wall mounted water cooler	1	Ea.	\$4,354	Barbie Warren	16-Dec-2002	No	No	
	Overhead, Coiling Commercial	Overhead Doors - Damaged or Failing	08	IntDoor	Replace overhead doors	1	Ea.	\$3,385	Woody	15-Dec-2002	No	No	
	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	2	Ea.	\$749	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	2,370	S.F.	\$4,747	Woody	15-Dec-2002	No	No	
	Wash Fountains	Gang wash fountain: Damaged or failing	15	Plumbing	Replace group wash fountain	1	Ea.	\$11,897	Barbie Warren	16-Dec-2002	No	No	half round

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Raw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
103 Storage	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$8,356 \$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	143	S.F.	\$286	Woody	15-Dec-2002	No	No	
	Fans	Exhaust Fans	15	AHU and Exhaust	Replace fan and associated components	1	Ea.	\$7,696	Barbie Warren	16-Dec-2002	No	No	office
104 Office	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$1,132 \$374	Woody	15-Dec-2002	No	No	
	Resilient Flooring	VCT: Damaged or Failing	09	IntFloor	Replace VCT flooring and resilient base	91	S.F.	\$758	Woody	15-Dec-2002	No	No	
105 Blueing Rm	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$18,831 \$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	84	S.F.	\$168	Woody	15-Dec-2002	No	No	
	Water Heaters	Water heater: Damaged or failing	15	Plumbing	Replace H2O heater, com, elec, <50 gal	1	Ea.	\$10,593	Barbie Warren	16-Dec-2002	No	No	30 g
	Fans	Exhaust Fans	15	AHU and Exhaust	Replace fan and associated components	1	Ea.	\$7,696	Barbie Warren	16-Dec-2002	No	No	
106 Sand Blast	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$8,278 \$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	104	S.F.	\$208	Woody	15-Dec-2002	No	No	
	Fans	Exhaust Fans	15	AHU and Exhaust	Replace fan and associated components	1	Ea.	\$7,696	Barbie Warren	16-Dec-2002	No	No	
107 Restroom	Lavatories	Lavatory: Damaged or failing	15	Plumbing	Replace wall mounted lavatory	1	Ea.	\$10,696 \$1,735	Barbie Warren	16-Dec-2002	No	No	
	Water Closets	Water closet: Damaged or failing	15	Plumbing	Replace floor mounted water closet	1	Ea.	\$2,634	Barbie Warren	16-Dec-2002	No	No	
	Fans	Restroom exhaust: Damaged or failing	15	Mechanical	Replace the existing toilet fan with a new unit	1	Ea.	\$2,037	Barbie Warren	16-Dec-2002	No	No	
	Doors & Windows, Oil Base	Door and Frame: Paint Failing or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$374	Woody	15-Dec-2002	No	No	
	Urinals	Urinal: Damaged or failing	15	Plumbing	Replace stall type urinal	1	Ea.	\$3,916	Barbie Warren	16-Dec-2002	No	No	

Survey Detail Report

Facility Name	Major Class	Deficiency	CSI	Bldg. System	Correction	Qty	Unit	Flaw Cost + Additional	Surveyor	Survey Date	Has Sound	Has Photo	Note
108 Tool Room	Doors & Windows, Oil Base	Door and Frame: Paint Falling or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$615 \$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	120	S.F.	\$240	Woody	15-Dec-2002	No	No	
109 Compressor Rm	Doors & Windows, Oil Base	Door and Frame: Paint Falling or Damaged	09	Doors and Windows	Strip, paint door and frame w/ oil base paint	1	Ea.	\$475 \$374	Woody	15-Dec-2002	No	No	
	Flooring	Concrete Floor: Stained	09	IntFloor	Paint concrete floor	50	S.F.	\$100	Woody	15-Dec-2002	No	No	
110 Custodian	Sinks	Sink, janitorial: Damaged or falling	15	Plumbing	Replace floor mounted janitor's sink and fixtures	1	Ea.	\$9,632 \$2,938	Barbie Warren	16-Dec-2002	No	No	
	Fans	Storage exhaust: Missing or inadequate	15	Mechanical	Install roof exhaust system	1	Ea.	\$6,694	Barbie Warren	16-Dec-2002	No	No	

Report
FCI
REPORT

Lassen Community College District

Page 1 of 1 pages

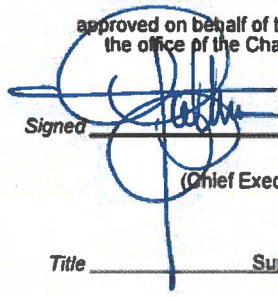
Facility Name	Gross Area(Sq.Ft.)	Year Built	Cost Model	Cost Per Sq. Ft.	Total Current Repair Cost	Replacement Value	FCI %		
California Community Colleges									
Lassen Community College District					\$71,082,468	\$124,079,462	57.29%		
Lassen College					\$71,082,468	\$124,079,462	57.29%		
AG BLDG #5-MAINT SHOP	262	1999	CC SHED SF	\$83.90	\$50,659	\$21,982	230.46%	>70%	46,910 GSF 18.8%
METAL STORAGE BLDG	1,392	1971	CC SHED SF	\$83.90	\$200,378	\$116,789	171.57%		
TRADES AUTO STORAGE	532	1982	CC Shed WF	\$82.00	\$73,602	\$43,624	168.72%		
RUNNING TRACK STORAGE	617	1984	CC Shed WF-EI	\$105.24	\$94,907	\$64,933	146.16%		
SOFTBALL STORAGE	171	1992	CC Shed WF-EI	\$105.24	\$24,134	\$17,996	134.11%		
KILN BUILDING	748	1981	CC Shed WF-EI	\$105.24	\$105,569	\$78,720	134.11%		
PORTABLE N BUILDING	3,896	1966	CC Modular WF	\$354.39	\$1,650,497	\$1,380,703	119.54%		
PORTABLE M BUILDING	4,656	1966	CC Modular WF	\$354.39	\$1,939,907	\$1,650,040	117.57%		
PORTABLE L BUILDING	2,445	1966	CC Modular WF	\$354.39	\$1,023,349	\$866,484	118.10%		
SOFTBALL DUGOUT #1	168	1984	CC Wood Dugout	\$152.70	\$29,564	\$25,654	115.24%		
SOFTBALL DUGOUT #2	168	1984	CC Wood Dugout	\$152.70	\$29,564	\$25,654	115.24%		
AG BLDG #6-SHOE SHED	120	1999	CC SHED SF	\$83.90	\$13,723	\$10,068	136.30%		
MAINTENANCE/RECEIVING	8,686	1975	CC Trade Shop	\$281.64	\$2,662,544	\$2,446,238	108.84%		
DORMITORY	22,683	1972	CC Dorm	\$459.05	\$9,925,050	\$10,413,085	95.31%		
RL BUILDING STORAGE	80	1985	CC SHED SF	\$83.90	\$5,872	\$6,712	87.48%		
AG BLDG #3-DUGOUT WEST	286	1993	CC Shed WF-EI	\$105.24	\$21,796	\$30,099	72.42%	>60 %	113,744 GSF 45.7%
CAFETERIA	10,136	1973	CC SC MSnCP TW	\$584.36	\$4,067,557	\$5,922,870	68.68%		
ROBERT L. IRVIN BUILDING	5,885	1975	CC Admin 1SnCP TW	\$555.41	\$2,212,462	\$3,268,470	67.69%		
MATH SCIENCE	14,187	1974	CC Lab 1SnCP TW	\$571.71	\$5,421,135	\$8,110,566	66.84%		
ADMINISTRATION	4,096	1971	CC Admin 1SnCP TW	\$555.41	\$1,474,857	\$2,274,877	64.83%		
AG BLDG #2-DUGOUT EAST	286	1993	CC Shed WF	\$82.00	\$15,136	\$23,452	64.54%		
SPORTS COMPLEX	31,756	1971	CC Gym MSnCP TW	\$646.47	\$12,852,730	\$20,528,984	62.61%		
CREATIVE ARTS	30,067	1981	CC Class MSnCP WF	\$507.78	\$9,353,473	\$15,267,421	61.26%		
HUMANITIES	17,331	1971	CC Class MSnCP TW	\$531.44	\$5,556,265	\$9,210,560	60.32%		
VO TECH CAREERS	10,334	1971	CC Class 1SnCP TW	\$540.25	\$3,200,142	\$5,582,944	57.32%		
GUNSHOP	6,840	1971	CC Class 1SnCP TW	\$540.25	\$2,170,999	\$3,695,310	58.75%	<60%	68,359 GSF 27.5% "Poor"
TRADES	17,758	1980	CC Class 1SwCP CF	\$512.43	\$4,605,455	\$9,099,910	50.61%		
AG BLDG #1-POLE BARN	3,920	1993	CC Barn	\$105.24	\$157,709	\$412,541	38.23%		
AG PRODUCTION BARN	6,000	1998	CC Barn	\$105.24	\$149,064	\$631,440	23.61%		
AG HORSE STABLES	2,100	1999	CC Barn	\$105.24	\$52,173	\$221,004	23.61%		
CO-GEN PLANT	20,217	1988	CC SC MSnCP SF	\$598.72	\$1,643,599	\$12,103,716	13.58%		
AG BLDG #4-REPO LAB	1,190	1998	CC Trade Shop	\$281.64	\$40,538	\$335,140	12.10%		
BOARD ROOM	2,745	1979	CC SC 1SnCP TW	\$565.99	\$68,406	\$1,553,588	4.40%	<10 %	19,976 GSF 8.0% "Good"
PORTABLE O BUILDING	1,566	1998	CC Modular MF	\$378.91	\$24,566	\$593,357	4.14%		
CHILD DEVELOPMENT CTR	14,185	2002	CC Class 1SnCP CF	\$560.61	\$165,088	\$7,952,253	2.08%		
PORTABLE STORAGE #1	416	1999	CC Connex Box	\$37.38	\$0	\$15,550	0.00%		
PORTABLE STORAGE #2	164	1999	CC Connex Box	\$37.38	\$0	\$6,130	0.00%		
RO BUILDING STORAGE	106	1998	CC SHED SF	\$83.90	\$0	\$8,893	0.00%		
AG GREENHOUSE	331	2007	CC Greenhouse	\$54.69	\$0	\$18,102	0.00%		
AG ANNOUNCERS BOOTH	223	2004	CC Shed WF-EI	\$105.24	\$0	\$23,469	0.00%		
PORTABLE STORAGE 3	120	2005	CC SHED SF	\$83.90	\$0	\$10,068	0.00%		
PORTABLE STORAGE 4	120	2005	CC SHED SF	\$83.90	\$0	\$10,068	0.00%		
					\$71,082,468	\$124,079,462			

248,989

**2021-2025 FIVE YEAR CAPITAL OUTLAY PLAN
(2021-2022 FIRST FUNDING YEAR)**

Lassen Community College District

Prepared in reference to the Community College Construction Act of 1980
and
approved on behalf of the local governing board for submission to
the office of the Chancellor, California Community Colleges


Signed _____ **GREG COLLINS**
ASSOC. V.P. FACILITIES & OPERATIONS

Dr. Marlon Hall
(Chief Executive Officer or their designee)

Title _____ **Superintendent/President**

Date _____ **1/21/2020**

Contact Person _____ **Greg Collins**

Telephone _____ **530-251-8889**

Date Received at
Chancellor's Office:

Chancellor's Office
Reviewed by:

Notice of Approval

SIGNATURE PAGE PRINTED 1/21/2020

2021-2025 FIVE YEAR CAPITAL OUTLAY PLAN
(2021-2022 FIRST FUNDING YEAR)

Lassen Community College District

Prepared in reference to the Community College Construction Act of 1980
and
approved on behalf of the local governing board for submission to
the office of the Chancellor, California Community Colleges

Signed _____
Dr. Marlon Hall
(Chief Executive Officer or their designee)

Title _____ Superintendent/President

Date _____ 1/8/2020

Contact Person _____ Greg Collins

Telephone _____ 530-251-8889

Date Received at
Chancellor's Office:

Chancellor's Office
Reviewed by:

Notice of Approval

Lassen Community College District 130

List the address and acreage of every land unit owned by the district (Education Code 81821(e)). Please identify all locations, both on-campus and off-campus, grouped according to their "parent" institution. In the event the list is long or complicated, please substitute copies of college bulletins or other notices to the public which display similar information. The list should be current as of October the prior year.

Address	Acreage
Herlong property Wendel road Wendel, California, 96136	314.82
Main Campus State Route 139 Susanville, CA 96130	183.9
Timberland - Lake Forest Estates Area Eagle Lake Road Susanville, CA 96130	160
Willow Creek Fire Station State Route 139 Susanville, CA 96130	0.8
Total Acreage:	659.52

Legislative Districts

Campus	Assembly	Senate	House
Lassen College	1	1	14

Lassen Community College District 130

Address

Main Campus
State Route 139
Susanville, CA 96130

Lassen Community College District 130

District Lecture Capacity/Load Ratios

No.	Project		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Lect ASF	WSCH	Occupancy						
Lecture Summary / Totals			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Lecture ASF	Actual*/Projected WSCH	11,565	11,915	12,273	12,642	0	0	0
14,704	Cumulative Capacity		31,086	31,086	31,086	31,086	31,086	31,086	31,086
	Capacity/Load Ratio		269%	261%	253%	246%	0%	0%	0%

Lassen Community College District 130

District Lab Capacity/Load Ratios

No. Project		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Lab ASF	WSCH Occupancy							
Lab Summary / Totals		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Lab ASF	Actual*/Projected WSCH	10,335	10,647	10,967	11,297	0	0	0
38,613	Cumulative Capacity	12,214	12,214	12,214	12,214	12,214	12,214	12,214
	Capacity/Load Ratio	118%	115%	111%	108%	0%	0%	0%

Lassen Community College District 130

District Office Capacity/Load Ratios

No. Project		Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Office Summary / Totals					2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Office ASF	Actual*/Projected FTE				102	102	102	102	0	0	0
22,302	Cumulative Capacity				139	139	139	139	139	139	139
	Capacity/Load Ratio				137%	137%	137%	137%	0%	0%	0%

Lassen Community College District 130

District Library Capacity/Load Ratios

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Library Summary / Totals				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Library ASF	Actual*/Projected ASF			10,559	10,589	10,620	10,651	0	0	0
7,417	Cumulative Capacity			7,417	7,417	7,417	7,417	7,417	7,417	7,417
	Capacity/Load Ratio			70%	70%	70%	70%	0%	0%	0%

Lassen Community College District 130

District AV/TV Capacity/Load Ratios

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
AV/TV Summary / Totals				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
AV/TV ASF	Actual*/Projected ASF			6,149	6,161	6,173	6,185	0	0	0
137	Cumulative Capacity			137	137	137	137	137	137	137
	Capacity/Load Ratio			2%	2%	2%	2%	0%	0%	0%



Load Distribution & Staff Forecast

Lassen Community College District 130

District Load Distribution

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
Actual							
2017	102	22,498	0	22,498	2,475	10,574	9,449
2018	102	23,181	0	23,181	2,550	10,895	9,736
Projected							
2019	102	23,884	0	23,884	2,627	11,225	10,031
2020	102	24,607	0	24,607	2,707	11,565	10,335
2021	102	25,350	0	25,350	2,789	11,915	10,647
2022	102	26,113	0	26,113	2,872	12,273	10,967
2023	102	26,897	0	26,897	2,959	12,642	11,297
2024	0	27,703	0	0	0	0	0
2025	0	28,259	0	0	0	0	0

Lassen Community College District 130

Instructional Load by Campus

WSCH Distributed to Campuses or Other Locations

	Actual			Projected						
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Lassen College	21,449	22,498	23,181	23,884	24,607	25,350	26,113	26,897	0	0
Total	21,449	22,498	23,181	23,884	24,607	25,350	26,113	26,897	27,703	28,259



Load Distribution & Staff Forecast

Lassen Community College District 130
Total District Library Load

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,795/Camp) (d)	First 3,000 Day Graded (3.83/DG) (e)	Between 3k - 9k (3.39/DG) (f)	Above 9,000 (2.94/DG) (g)	Total ASF (d+e+f+g)
Projected							
2019	1,758	1	3,795	6,733	0	0	10,528
2020	1,766	1	3,795	6,764	0	0	10,559
2021	1,774	1	3,795	6,794	0	0	10,589
2022	1,782	1	3,795	6,825	0	0	10,620
2023	1,790	1	3,795	6,856	0	0	10,651
2024	0	1	3,795	0	0	0	3,795
2025	0	1	3,795	0	0	0	3,795

FUSION2
Planning

Load Distribution and Staff Forecast

Library Load by Campus or Location

	Projected						
	2019	2020	2021	2022	2023	2024	2025
Lassen College	10,528 (100%)	10,559 (100%)	10,589 (100%)	10,620 (100%)	10,651 (100%)	0 (0%)	0 (0%)
Total	10,528	10,559	10,589	10,620	10,651	0	0



Load Distribution & Staff Forecast

Lassen Community College District 130

Total District AV, Radio, TV Load

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,500/Camp) (d)	First 3,000 Day Graded (1.50/DG) (e)	Between 3k - 9k (0.75/DG) (f)	Above 9,000 (0.25/DG) (g)	Total ASF (d+e+f+g)
Projected							
2019	1,758	1	3,500	2,637	0	0	6,137
2020	1,766	1	3,500	2,649	0	0	6,149
2021	1,774	1	3,500	2,661	0	0	6,161
2022	1,782	1	3,500	2,673	0	0	6,173
2023	1,790	1	3,500	2,685	0	0	6,185
2024	0	1	3,500	0	0	0	3,500
2025	0	1	3,500	0	0	0	3,500

FUSION2
Planning

Load Distribution and Staff Forecast

AV, Radio, TV Load by Campus or Location

	Projected						
	2019	2020	2021	2022	2023	2024	2025
Lassen College	6,137 (100%)	6,149 (100%)	6,161 (100%)	6,173 (100%)	6,185 (100%)	0 (0%)	0 (0%)
Total	6,137	6,149	6,161	6,173	6,185	0	0

Campus Reports for Lassen College (131)

Lassen Community College District 130
Lassen College 131

Campus Lecture Capacity/Load Ratios

No. Project										
Lect ASF	WSCH	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
	Actual*/Projected WSCH		11,565	11,915	12,273	12,642	0	0	0	
Lecture ASF	Cumulative Capacity		31,086	31,086	31,086	31,086	31,086	31,086	31,086	
14,704	Capacity/Load Ratio		269%	261%	253%	246%	0%	0%	0%	

Lassen Community College District 130
Lassen College 131

Campus Lab Capacity/Load Ratios

No.	Project	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected WSCH	10,335	10,647	10,967	11,297	0	0	0
Lab ASF	Cumulative Capacity	12,214	12,214	12,214	12,214	12,214	12,214	12,214
38,613	Capacity/Load Ratio	118%	115%	111%	108%	0%	0%	0%

Lassen Community College District 130
Lassen College 131

Campus Office Capacity/Load Ratios

No.	Project		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Off ASF	FTE	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected FTE		102	102	102	102	0	0	0
Office ASF	Cumulative Capacity		139	139	139	139	139	139	139
22,302	Capacity/Load Ratio		137%	137%	137%	137%	0%	0%	0%

Lassen Community College District 130

Lassen College 131

Campus Library Capacity/Load Ratios

No.	Project	Lib ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected ASF			10,559	10,589	10,620	10,651	0	0	0
Library ASF	Cumulative Capacity			7,417	7,417	7,417	7,417	7,417	7,417	7,417
7,417	Capacity/Load Ratio			70%	70%	70%	70%	0%	0%	0%

Lassen Community College District 130

Lassen College 131

Campus AV/TV Capacity/Load Ratios

No.	Project	AVTV ASF	Occupancy	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
				2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
	Actual*/Projected ASF			6,149	6,161	6,173	6,185	0	0	0
AV/TV ASF	Cumulative Capacity			137	137	137	137	137	137	137
137	Capacity/Load Ratio			2%	2%	2%	2%	0%	0%	0%



Load Distribution & Staff Forecast

Lassen Community College District 130
Lassen College 131

Campus Load Distribution

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
Actual							
2017	102	22,498	0	22,498	2,475	10,574	9,449
2018	102	23,181	0	23,181	2,550	10,895	9,736
Projected							
2019	102	23,884	0	23,884	2,627	11,225	10,031
2020	102	24,607	0	24,607	2,707	11,565	10,335
2021	102	25,350	0	25,350	2,789	11,915	10,647
2022	102	26,113	0	26,113	2,872	12,273	10,967
2023	102	26,897	0	26,897	2,959	12,642	11,297
2024	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2019

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Actual 2019 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2020

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2020 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2021

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2021 Totals	102.0	0.0	102.0

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Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

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Department Administrator	0.0	0.0	0.0
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Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2022 Totals	102.0	0.0	102.0

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Load Distribution & Staff Forecast

Lassen Community College District 130
Lassen College 131

FTE Instruction Staff Worksheet - Fall 2023

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Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2023 Totals	102.0	0.0	102.0

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Load Distribution & Staff Forecast

Lassen Community College District 130
Lassen College 131

FTE Instruction Staff Worksheet - Fall 2024

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	0.0	0.0	0.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
Projected 2024 Totals	0.0	0.0	0.0

Column (b) is the total number of Column (a) distributed to categories

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Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2025

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Instructor	0.0	0.0	0.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
Projected 2025 Totals	0.0	0.0	0.0

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Lassen Community College District 130
Lassen College 131

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
Total ASF	14,704	38,613	22,302	7,417	137	22,065	2,034	3,266	64,070	174,608

Lassen Community College District 130

Lassen College 131

Classrooms, Classroom Service (Room Use Code 100s)

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Classroom Space	14,704	47.3	31,084

Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)

TOP Code	Net ASF	ASF per 100 WSCH	Capacity WSCH
0100 - Agriculture and Natural Resources	982	492	200
0400 - Biological Sciences	2,173	235	925
0700 - Information Technology	888	171	519
0948 - Automotive Technology	5,594	856	654
0956 - Manufacturing and Industrial Technology	12,980	385	3,371
1000 - Fine and Applied Arts	10,001	257	3,891
1200 - Health	1,389	214	649
1700 - Mathematics	766	150	511
1900 - Physical Sciences	3,081	257	1,199
4900 - Interdisciplinary Studies	759	257	295

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Lab Space	38,613	316	12,214

Office & Office Service Areas (Room Use Code 300s)

Summary	Total Net ASF	ASF per FTE	Total Capacity FTE
Office Space	22,302	160	139

Lassen Community College District 130

Lassen College 131

District Priority & Project: **1 Main Entry and Circle Drive Repair**

Project Type: Site Acquisition New Construction Reconstruction
 Replacement Infrastructure Equipment

Total Estimated Cost: \$0

Anticipated Source(s) of Funds:

Type of Construction

Seismic Retrofit:

If Existing - Age:

If Existing - Condition:

Anticipated Time Schedule

	Land Acquisition	Preliminary Plans	Working Drawing	Construction	Equipment	Occupancy
Year		2023-2024	2023-2024	2024-2025	2024-2025	2026-2027
Estimated Cost		\$0	\$0	\$0	\$0	

Explain why this project is needed:

Repair and replace cracked and failing walkways at Main entry and Circle drive.

Lassen Community College District 130
Lassen College 131

District Priority & Project: **1 Main Entry and Circle Drive Repair**

Outline of Project Space - Buildings and Remodelings

	Classroom 100s	Laboratory 210 - 255	Office 300s	Library 400s	AV/TV 530 - 535	All Other	Total ASF
Project Primary							0
Project Secondary							0
Project Net ASF							0

Project Net Capacity

Classrooms, Classroom Service (Room Use Code 100s)

Summary	Net ASF	ASF per 100 WSCH	Capacity WSCH
Classroom Space	0		0

Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)

TOP Code	Primary Effect			Secondary Effect		
	Net ASF	ASF per 100 WSCH	Capacity WSCH	Net ASF	ASF per 100 WSCH	Capacity WSCH
-	0	0	0	0	0	0
Summary				Net ASF	Capacity WSCH	
Lab Space				0	0	

Office & Office Service Areas (Room Use Code 300s)

Summary	Net ASF	ASF per FTE	Capacity FTE
Office Space	0		0.00

**2020-2024 FIVE YEAR CAPITAL OUTLAY PLAN
(2020-2021 FIRST FUNDING YEAR)**

Lassen Community College District

Prepared in reference to the Community College Construction Act of 1980
and
approved on behalf of the local governing board for submission to
the office of the Chancellor, California Community Colleges

Signed Dr. Marlon R. Hall
Dr. Marlon Hall
(Chief Executive Officer or their designee)

Title Superintendent/President

Date 3/22/2019

Contact Person Greg Collins

Telephone 530-251-8889

Date Received at
Chancellor's Office:

Chancellor's Office
Reviewed by:

Notice of Approval

Lassen Community College District 130

List the address and acreage of every land unit owned by the district (Education Code 81821(e)). Please identify all locations, both on-campus and off-campus, grouped according to their "parent" institution. In the event the list is long or complicated, please substitute copies of college bulletins or other notices to the public which display similar information. The list should be current as of October the prior year.

Address	Acreage
Herlong property Wendel road Wendel, California, 96136	314.82
Main Campus State Route 139 Susanville, CA 96130	183.9
Timberland - Lake Forest Estates Area Eagle Lake Road Susanville, CA 96130	160
Willow Creek Fire Station State Route 139 Susanville, CA 96130	0.8
Total Acreage:	659.52

Legislative Districts

Campus	Assembly	Senate	House
Lassen College	1	1	14

Lassen Community College District 130

Address

Main Campus
State Route 139
Susanville, CA 96130

Lassen Community College District 130

District Lecture Capacity/Load Ratios

No. Project									
Lect ASF	WSCH	Occupancy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lecture Summary / Totals			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lecture ASF	Actual*/Projected WSCH		10,519	10,666	10,815	10,964	11,115	0	0
14,704	Cumulative Capacity		31,086	31,086	31,086	31,086	31,086	31,086	31,086
	Capacity/Load Ratio		296%	291%	287%	284%	280%	0%	0%

Lassen Community College District 130

District Lab Capacity/Load Ratios

No. Project		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lab ASF	WSCH Occupancy							
Lab Summary / Totals		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lab ASF	Actual*/Projected WSCH	9,400	9,531	9,664	9,798	9,932	0	0
38,613	Cumulative Capacity	12,214	12,214	12,214	12,214	12,214	12,214	12,214
	Capacity/Load Ratio	130%	128%	126%	125%	123%	0%	0%

Lassen Community College District 130

District AV/TV Capacity/Load Ratios

No. Project		AVTV ASF Occupancy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
AV/TV Summary / Totals			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
AV/TV ASF	Actual*/Projected ASF		6,137	6,149	6,161	6,173	6,185	0	0
137	Cumulative Capacity		137	137	137	137	137	137	137
	Capacity/Load Ratio		2%	2%	2%	2%	2%	0%	0%



Load Distribution & Staff Forecast

Lassen Community College District 130

District Load Distribution

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
Actual							
2016	102	21,449	0	21,449	2,359	10,081	9,009
2017	102	21,758	0	21,758	2,393	10,226	9,138
Projected							
2018	102	22,068	0	22,068	2,427	10,372	9,269
2019	102	22,380	0	22,380	2,462	10,519	9,400
2020	102	22,694	0	22,694	2,496	10,666	9,531
2021	102	23,010	0	23,010	2,531	10,815	9,664
2022	102	23,328	0	23,328	2,566	10,964	9,798
2023	102	23,648	0	23,648	2,601	11,115	9,932
2024	0	23,753	0	0	0	0	0

Lassen Community College District 130

Instructional Load by Campus

WSCH Distributed to Campuses or Other Locations

	Actual			Projected						
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Lassen College	22,548	21,449	21,758	22,068	22,380	22,694	23,010	23,328	23,648	0
Total	22,548	21,449	21,758	22,068	22,380	22,694	23,010	23,328	23,648	23,753

FUSION2
Planning

Load Distribution & Staff Forecast

Lassen Community College District 130

Total District Library Load

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,795/Camp) (d)	First 3,000 Day Graded (3.83/DG) (e)	Between 3k - 9k (3.39/DG) (f)	Above 9,000 (2.94/DG) (g)	Total ASF (d+e+f+g)
Projected							
2018	1,751	1	3,795	6,706	0	0	10,501
2019	1,758	1	3,795	6,733	0	0	10,528
2020	1,766	1	3,795	6,764	0	0	10,559
2021	1,774	1	3,795	6,794	0	0	10,589
2022	1,782	1	3,795	6,825	0	0	10,620
2023	1,790	1	3,795	6,856	0	0	10,651
2024	0	1	3,795	0	0	0	3,795

FUSION2
Planning

Load Distribution and Staff Forecast

Library Load by Campus or Location

	Projected						
	2018	2019	2020	2021	2022	2023	2024
Lassen College	10,501 (100%)	10,528 (100%)	10,559 (100%)	10,589 (100%)	10,620 (100%)	10,651 (100%)	0 (0%)
Total	10,501	10,528	10,559	10,589	10,620	10,651	0



Load Distribution & Staff Forecast

Lassen Community College District 130

Total District AV, Radio, TV Load

(a)	Total Day-Graded (b)	Number of Campuses (c)	Initial ASF (3,500/Camp) (d)	First 3,000 Day Graded (1.50/DG) (e)	Between 3k - 9k (0.75/DG) (f)	Above 9,000 (0.25/DG) (g)	Total ASF (d+e+f+g)
Projected							
2018	1,751	1	3,500	2,627	0	0	6,127
2019	1,758	1	3,500	2,637	0	0	6,137
2020	1,766	1	3,500	2,649	0	0	6,149
2021	1,774	1	3,500	2,661	0	0	6,161
2022	1,782	1	3,500	2,673	0	0	6,173
2023	1,790	1	3,500	2,685	0	0	6,185
2024	0	1	3,500	0	0	0	3,500

FUSION2
 Planning

Load Distribution and Staff Forecast

AV, Radio, TV Load by Campus or Location

	Projected						
	2018	2019	2020	2021	2022	2023	2024
Lassen College	6,127 (100%)	6,137 (100%)	6,149 (100%)	6,161 (100%)	6,173 (100%)	6,185 (100%)	0 (0%)
Total	6,127	6,137	6,149	6,161	6,173	6,185	0

Campus Reports for Lassen College (131)

Lassen Community College District 130
Lassen College 131

Campus Lecture Capacity/Load Ratios

No.	Project		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Lect ASF	WSCH	Occupancy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual*/Projected WSCH		10,519	10,666	10,815	10,964	11,115	0	0
Lecture ASF	Cumulative Capacity		31,086	31,086	31,086	31,086	31,086	31,086	31,086
14,704	Capacity/Load Ratio		296%	291%	287%	284%	280%	0%	0%

Lassen Community College District 130
Lassen College 131

Campus Lab Capacity/Load Ratios

No.	Project	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual*/Projected WSCH	9,400	9,531	9,664	9,798	9,932	0	0
Lab ASF	Cumulative Capacity	12,214	12,214	12,214	12,214	12,214	12,214	12,214
38,613	Capacity/Load Ratio	130%	128%	126%	125%	123%	0%	0%

Lassen Community College District 130
Lassen College 131

Campus AV/TV Capacity/Load Ratios

No.	Project	AVTV ASF	Occupancy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
				2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Actual*/Projected ASF			6,137	6,149	6,161	6,173	6,185	0	0
AV/TV ASF	Cumulative Capacity			137	137	137	137	137	137	137
137	Capacity/Load Ratio			2%	2%	2%	2%	2%	0%	0%



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

Campus Load Distribution

	Instructional Staff FTE	Total Campus WSCH	Off-Campus WSCH	On-Campus WSCH	P.E. Laboratory WSCH	On-Campus Lecture WSCH	On-Campus Laboratory WSCH
Actual							
2016	102	21,449	0	21,449	2,359	10,081	9,009
2017	102	21,758	0	21,758	2,393	10,226	9,138
Projected							
2018	102	22,068	0	22,068	2,427	10,372	9,269
2019	102	22,380	0	22,380	2,462	10,519	9,400
2020	102	22,694	0	22,694	2,496	10,666	9,531
2021	102	23,010	0	23,010	2,531	10,815	9,664
2022	102	23,328	0	23,328	2,566	10,964	9,798
2023	102	23,648	0	23,648	2,601	11,115	9,932
2024	0	0	0	0	0	0	0



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2018

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Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	102.0	0.0	102.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
Actual 2018 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

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Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

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Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2019 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

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Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

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Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2020 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

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Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

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Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2021 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2022

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

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Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2022 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2023

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	92.0	0.0	92.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	3.0	0.0	3.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	1.0	0.0	1.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	6.0	0.0	6.0
Projected 2023 Totals	102.0	0.0	102.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.



Load Distribution & Staff Forecast

Lassen Community College District 130

Lassen College 131

FTE Instruction Staff Worksheet - Fall 2024

College Instructional Staff, Fall Term. Included are all certificated staff for day, extended day, and adult education except those whose office is located off-campus.

Staff Type (a)	Total Certificated Instructional and Statutory Staff FTE (b)	Non-Instructional Portion of FTE (c)	Net Total Instructional and Statutory Staff FTE (b-c)
Instructor	0.0	0.0	0.0
Counselor Include certificated special program coordinators, economic opportunity program, coordinators, statutory and Title 5 required staff, et. al.	0.0	0.0	0.0
Department Administrator	0.0	0.0	0.0
Librarian Include certificated director of audio/visual, et. al.	0.0	0.0	0.0
Institutional Administrator Include certificated persons with responsibilities covering the entire institution, such as Superintendent, Assistant Superintendent, President, Dean of Instruction, Director of Data Processing, et. al.	0.0	0.0	0.0
Projected 2024 Totals	0.0	0.0	0.0

Column (b) is the total number of Column (a) distributed to categories

Column (c) is the fraction of time express as Full-Time Equivalents devoted to noninstructional work. Counselors, department administrators, and statutorily required staff are counted as if they had no noninstructional duties.

Cumulative Sum of Existing & Proposed Space (2019 - 2025)

Lassen Community College District 130
Lassen College 131

Priority & Year of Occupancy (a)	Classroom 100's (b)	Laboratory 200's (c)	Office 300's (d)	Library 400's (e)	AV Radio TV 530-535 (f)	P.E. 520-525 (g)	Assembly 610 & 615 (h)	Inactive 050-070 (i)	All Other Areas (j)	Total ASF (k)
Total ASF	14,704	38,613	22,346	7,417	137	22,065	2,034	3,266	64,016	174,598

Lassen Community College District 130
Lassen College 131

Classrooms, Classroom Service (Room Use Code 100s)

Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Classroom Space	14,704	47.3	31,084

Laboratories & Laboratory Service Areas (Room Use Codes 210, 215, 220, 225, 230, 235, 255)

TOP Code	Net ASF	ASF per 100 WSCH	Capacity WSCH
0100 - Agriculture and Natural Resources	982	492	200
0400 - Biological Sciences	2,173	235	925
0700 - Information Technology	888	171	519
0948 - Automotive Technology	5,594	856	654
0956 - Manufacturing and Industrial Technology	12,980	385	3,371
1000 - Fine and Applied Arts	10,001	257	3,891
1200 - Health	1,389	214	649
1700 - Mathematics	766	150	511
1900 - Physical Sciences	3,081	257	1,199
4900 - Interdisciplinary Studies	759	257	295
Summary	Total Net ASF	ASF per 100 WSCH	Total Capacity WSCH
Lab Space	38,613	316	12,214

Office & Office Service Areas (Room Use Code 300s)

Summary	Total Net ASF	ASF per FTE	Total Capacity FTE
Office Space	22,346	160	140

Summary of Room/Area Utilization (sorted by Weekly Average Utilization Rate) - Fall 2018

Room/Area:	Room/Area Type:	Description:	Assignable Square Ft. (ASF):	# Stations:	14 - Hour Utilization Rate (8:00 AM to 10:00 PM)								5-Day Avg.:	7-Day Avg.:
					Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday			
VT-104	Class Lab	Manuf. & Industrial Tech.	1,104	30	68%	68%	68%	68%	68%	0%	0%	67.9%	48.5%	
GS-101	Classroom	Manuf. & Industrial Tech.	2,882	30	63%	63%	63%	63%	63%	0%	0%	63.3%	45.2%	
TR-104	Class Lab	Automotive Technology	2,852	25	68%	39%	68%	39%	25%	0%	0%	47.9%	34.2%	
OVERTON TC	Fire	Interagency Fire Center			0%	57%	57%	57%	57%	57%	0%	45.7%	40.8%	
HU-106	Classroom	General Assignment	580	42	43%	46%	64%	32%	43%	0%	0%	45.7%	32.7%	
SC-GYM	Athletics/P.E.	P.E.	7,526	0	57%	57%	57%	57%	0%	0%	0%	45.7%	32.7%	
TR-103	Class Lab	Manuf. & Industrial Tech.	2,996	45	71%	36%	71%	36%	0%	0%	0%	42.9%	30.6%	
TR-101A	Classroom	General Assignment	725	45	68%	32%	32%	32%	39%	0%	0%	40.7%	29.1%	
STC-ANT	Susanville Training Center - CCC Fire	Antelope Camp, near prison			0%	50%	50%	50%	50%	0%	0%	40.0%	28.6%	
MS-121	Classroom	General Assignment	688	32	43%	46%	43%	46%	21%	0%	0%	40.0%	28.6%	
HU-206	Classroom	Fire Technology	961	36	61%	32%	39%	32%	29%	0%	0%	38.6%	27.6%	
CA-113	Class Lab	Photography	1,204	15	32%	29%	29%	64%	36%	0%	64%	37.9%	36.2%	
MS-112	Class Lab	Geology	766	25	29%	50%	29%	50%	29%	0%	0%	37.1%	26.5%	
CA-207	Classroom	General Assignment	897	20	43%	46%	36%	46%	0%	0%	7%	34.3%	25.5%	
VT-101	Classroom	General Assignment	1,098	45	43%	43%	43%	43%	0%	0%	0%	34.3%	24.5%	
HU-107	Classroom	General Assignment	824	64	43%	46%	36%	32%	0%	0%	0%	31.4%	22.4%	
MS-122	Classroom	General Assignment	688	32	25%	43%	25%	43%	14%	0%	0%	30.0%	21.4%	
SC-SCCR	Athletics/P.E.	Soccer Field			29%	29%	29%	29%	29%	0%	0%	28.6%	20.4%	
ARNA - Large					0%	36%	50%	54%	0%	0%	0%	27.9%	19.9%	
HU-204	Classroom	General Assignment	671	42	43%	0%	43%	0%	43%	0%	0%	25.7%	18.4%	
CDCR-HDSP4		High Desert Prison			32%	21%	32%	21%	14%	0%	0%	24.3%	17.3%	
CA-201	Class Lab	Art (Paint, Draw, Sculpt)	1,506	15	14%	32%	14%	32%	14%	0%	0%	21.4%	15.3%	
SC-Sball	Athletics/P.E.	Softball Field			21%	21%	21%	21%	21%	0%	0%	21.4%	15.3%	
CA-127	Classroom	General Assignment	1,730	70	21%	21%	39%	21%	0%	0%	0%	20.7%	14.8%	
CDCR-HDSP1		High Desert Prison			25%	21%	25%	21%	0%	0%	0%	18.6%	13.3%	
CDCR-HDSP2		High Desert Prison			21%	25%	21%	25%	0%	0%	0%	18.6%	13.3%	
HU-201	Assembly	General Assignment	1,114	68	36%	11%	36%	11%	0%	0%	0%	18.6%	13.3%	
SC-119	Athletics/P.E.	P.E.	3,422	0	21%	14%	21%	14%	21%	0%	0%	18.6%	13.3%	
CA-123A	Classroom	General Assignment	901	30	7%	32%	7%	32%	7%	0%	0%	17.1%	12.2%	
MS-123	Class Lab	Biology, General	742	25	25%	11%	25%	11%	14%	0%	0%	17.1%	12.2%	
MS-125	Class Lab	Information Tech, General	888	25	25%	11%	25%	11%	14%	0%	0%	17.1%	12.2%	
CA-202	Class Lab	Art (Paint, Draw, Sculpt)	390	15	21%	21%	21%	21%	0%	0%	0%	17.1%	12.2%	
CA-204	Class Lab	Art (Paint, Draw, Sculpt)	1,650	15	0%	43%	0%	43%	0%	0%	0%	17.1%	12.2%	
MEM PARK	Athletics/P.E.	Baseball Field, Leased			21%	0%	21%	21%	21%	0%	0%	17.1%	12.2%	
MS-114	Class Lab	Chemistry, General	888	32	7%	43%	7%	21%	7%	0%	0%	17.1%	12.2%	
HU-213	Classroom	General Assignment	228	12	0%	29%	0%	29%	7%	0%	0%	12.9%	9.2%	
SC-118	Athletics/P.E.	P.E.	1,404	0	10%	21%	10%	21%	0%	0%	0%	12.4%	8.9%	
CA-101	Class Lab	Art (Paint, Draw, Sculpt)	1,724	25	29%	0%	32%	0%	0%	0%	0%	12.1%	8.7%	
CDCR-CCC2		High Desert Prison			11%	14%	11%	14%	0%	0%	0%	10.0%	7.1%	
TR-102	Class Lab	Manuf. & Industrial Tech.	1,786	20	25%	0%	25%	0%	0%	0%	0%	10.0%	7.1%	
CDCR-HDSP3		High Desert Prison			18%	0%	18%	0%	0%	0%	0%	7.1%	5.1%	
MS-116	Class Lab	Mathmatics, General	766	25	11%	0%	11%	0%	11%	0%	0%	6.4%	4.6%	
CDCR-CCC1		High Desert Prison			0%	11%	11%	0%	0%	0%	0%	4.3%	3.1%	
MS-128	Class Lab	Biology, General	742	25	0%	0%	0%	21%	0%	0%	0%	4.3%	3.1%	
SNVL-POOL	D.S.P.S.	Adaptive Aquatics - M.O.U.			7%	0%	7%	0%	0%	0%	0%	2.9%	2.0%	
VT-119	Conference Rm.	EOPS	698	12	0%	0%	0%	0%	0%	61%	61%	0.0%	17.3%	

Notes: (1) Title 5 Standard for capacity/load ratio: A 100% cap/load ratio in lecture space is equivalent to one station every 15 ASF that is filled to 66% capacity for 48 hours per week.

(2) For a 5-day week, 48 hours per week = 68.6%; For a 7-day week, 48 hours per week = 49%.



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020**

Name of Institution: Lassen Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/ Educational Master Plan	- Review and refine the college planning process	CEO; CIO; CSSO; CBO; DIT/IE; ASP	March 2021	a. Hire consultant to assist in review of planning processes	a. Consultant(s) identified and selected for planning process	
			May 2021	b. Develop new planning process through consensus and referencing other colleges documentation, as suggested by PRT	b. Planning process developed	
			June 2021	c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current.	c. Planning process approved by Academic Senate and Consultation Council	
	- Review and refine EMP	CEO; CIO; CSSO; CBO; DIT/IE; ASP	March 2021	a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise).	d. Consultant(s) identified and selected for EMP format	
			June 2021	b. Develop new EMP format that also aligns to CCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals).	e. New EMP format developed f. New EMP format approved by Academic Senate and Consultation Council	

	- Review and update the purpose (and necessity) of each college master plan	CEO; CIO; CSSO; CBO; DIT/IE; ASP	May 2021	c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting	Necessity and purpose decided; changes developed.
			May 2021	d. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation	Changes approved via shared governance and implemented.
			May 2021	e. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.	
			May 2021	f. Consider whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. (<i>This would eliminate the IE Master Plan</i>)	Determination made and any change is approved via shared governance.
	- Implement a new, separate Budget Committee	CEO; CIO; CSSO; CBO; DIT/IE; ASP	May 2021	g. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)	Committee charge and structure developed.
			May 2021	h. Distinguish between the annual budget development/resource allocation process and the master planning process	Determination made and any change is approved via shared governance.
			May 2021	i. Maintain a link between resource requests and EMP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.	A clear distinction is determined and approved via shared governance.
			May 2021	j. Decide whether objectives (e.g., floor and stretch targets on each of your overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.	A clear distinction is determined and approved via shared governance.
			May 2021	k. Consider whether " <u>Promote Institutional Stability</u> ," "Advance Institutional Effectiveness," or something similar should be one of Lassen College's longer-term strategic goals.	Determination made and any change to the Strategic Plan is approved via shared governance.
	- Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)	CEO; CIO; CSSO; CBO; DIT/IE; ASP	May 2021	l. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.	Glossary revised to more appropriately serve shared planning processes.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Strategic Enrollment Management	A. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants	CEO; CIO; CSSO; CAO; DIT/IE; Grants Manager	Spring 2021	A. Research/Investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.	Grant opportunities identified	
	B. Review and formalize SEM Plan Components	CEO; CIO; CSSO; CBO; DIT/IE; ASP	May 2021 June 2021	A. Document what is working will with our SEM Plan B. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).	-Existing processes/successes Documented -Specific components added to above SEM document	
	C. Establish data required for SEM and implement visualizations	CEO; CIO; CSSO; CBO; DIT/IE; ASP	May 2021 September 2021	C. Identify what specific data points are needed to inform SEM D. Create useful reports or dashboards presenting those data. (Also: Reference Fred Trapp report requests)	Data/data points identified -Reports developed and disseminated -Dashboards developed and disseminated	
	D. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students	CEO; CIO; CSSO; CBO; DIT/IE; ASP	September 2021	E. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to the pathway	-Nested programs established	
	E. Identify ways to improve service to target student populations	CEO; CIO; CSSO; CBO; DIT/IE; ASP	June 2021 June 2021 September 2021	F. Identify who your main target student populations are G. Identify specific strategies to more effectively communicate with each of them, including student input on these H. Determine whether there are other populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.).	-Main target student populations identified -Communications strategies identified and implemented -Other underserved populations identified	
	F. Identify other potential SEM resources	CEO; CIO; CSSO; CBO; DIT/IE; ASP	June 2021	G. Access and explore the SEM resources in the CCCC Vision Resource Center.	Other resources identified	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Professional Development	Identify professional development opportunities and methods of delivery	CEO; CIO; CSSO; CBO; DIT/IE; ASP	September 2021 September 2021 September 2021	<p>A. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases).</p> <p>B. Identify key professional development opportunities that are supported by the college, which support college mission and goals</p> <p>C. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.</p>	<p>-PD opportunities identified</p> <p>-Methods of delivery identified</p> <p>-Trainings conducted/attended</p>	

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Integrated Planning/ Educational Master Plan	-Develop appropriate Educational Master Plan	- Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise).	\$50,000
	-Improve Educational Master Plan structure and overall planning process		\$25,000
	-Improve data collection and analytical processes to improve planning and decision making relating to planning	-Consultant for data collection and analysis -Grant Writer/consultant for Title III, Title V, or other appropriate Grant	\$10,000
B. Strategic Enrollment Management	-Develop appropriate Strategic Enrollment Management Plan -Implement Software application -Marketing and Outreach -Student Services	Consultant to develop and implement software for appropriate administration of enrollment management	\$50,000
C. Professional Development	Complete professional development training to improve institutional effectiveness	Conduct and/or Attend Enrollment Management Training Attend Conferences relating to student success, Institutional Effectiveness	\$50,000 \$25,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature:	Date:



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021**

Name of Institution: Lassen Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/ Educational Master Plan (EMP)	A.1. Review and refine the college planning process	A.1. CEO and CIO	A.1.a. Mar 2021√ A.1.b. Oct 2021 A.1.c. Nov 2021	A.1.a. Hire consultant to assist in review of planning processes A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT	A.1.a. Consultant identified and selected for planning process A.1.b. Planning process developed A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.	<p>A/B/C Over all Work Group has been formed to monitor the grant activities. The group includes VPAS, CIO, CSSO, Dean, faculty, faculty senate, faculty union, chairs, fiscal, IT and classified. (Initially made up of (short term) Educational Master Plan committee and Accreditation Workgroup.)</p> <p>Action Steps Completed: √A.1.a Consultant identified and selected for planning process 3/2021</p> <p>√A.2.a. Consultant identified and selected for EMP format and development 3/2021</p> <p>Work in Progress: A.1 & A.5 Workgroup (CIO, chair and VPAS) formed. Will recommend a methodology on 4/30/2021. A.2 & A.3 Workgroup (CIO, CSSO, IT, Facilities, HR, Classified and ASP) formed. Will recommend a methodology on 4/30/2021.</p>
	A.2. Review and refine Educational Master Plan (EMP)	A.2. CIO A.3. CEO and CIO	A.2.a. Mar 2021√ A.2.b. Jun 2021 A.3.a-d Nov 2021	A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current. A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise).	A.2.a. Consultant identified and selected for EMP format development. A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.	
	A.3. Review and update the purpose (and necessity) of each college master plan	A.4. CBO and ASP A.5. CBO	A.4.a. May 2021 A.4.b. Sep 2021 A.4.c. Sep 2021 A.4.d. Jun 2021 A.4.e. Jun 2021 A.5.a. Sep 2021	A.2.b. Develop new EMP format that also aligns to CCCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals). A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting. A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.	A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.	
	A.4. Implement a new, separate Budget Committee				A.4.a. Budget Committee charge and structure developed. A.4.b. Determination made and any change is approved via shared governance.	
	A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)				A.4.c. Link and clear distinction is determined and approved via shared governance.	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. (<i>This would eliminate the IE Master Plan.</i>)</p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "<u>Promote Institutional Stability</u>," "Advance Institutional Effectiveness," or something similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	<p>A.4 Workgroup (ASP, CEO, Consultation Council Rep and CBO) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
<p>B. Strategic Enrollment Management (SEM)</p>	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021 B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021 B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021 B.5.b. Oct 2021 B.5.c. Aug 2021 B.5.d. Nov 2021 B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/Investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan. B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM. B.3.b. Create useful reports or dashboards presenting those data. (Also: Reference Fred Trapp report requests)</p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations. B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting, student input. B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better. B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCC Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented. B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified. B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified. B.5.b. Communication strategies identified and implemented. B.5.c. Other underserved populations identified. B.5.d. Developed strategies for improved student services. B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	<p>B.1 & B.6 Workgroup (CSSO, IT, Dean, VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.2 & B3& B.5 Work Group (CIO, SS Dean, Counseling, IT, faculty) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.4 Workgroup (Guided Pathways Work Group) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a June 2021 C.1.b Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery Identified. C.1.c. Trainings conducted and attended.	C.1 Workgroup (CSSO, HR, Flex Committee) formed. Will recommend a methodology on 4/30/2021.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RPGroup, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1.a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a,B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature:	Date:

Deadlines

√ A.1.a. Mar 2021
 √ A.2.a. Mar 2021

A.4.a. May 2021
 B.2.a. May 2021
 B.5.a. May 2021

A.2.b. Jun 2021
 A.4.d. Jun 2021
 A.4.e. Jun 2021
 C.1.a. June 2021

B.1.a. Aug 2021
 B.2.b. Aug 2021
 B.3.a. Aug 2021
 B.1.a. Aug 2021
 B.2.b. Aug 2021
 B.3.a. Aug 2021
 B.5.c. Aug 2021
 C.1.b. Aug 2021

A.4.b. Sep 2021
 A.4.c. Sep 2021
 A.5.a. Sep 2021

A.1.b. Oct 2021
 B.5.b. Oct 2021

A.1.c. Nov 2021
 A.3.a-d Nov 2021
 B.5.d. Nov 2021

C.1.c. Fall 2021
 B.3.b. Dec 2021
 B.4.a. Dec 2021

B.5.e. Feb 2022

B.6.a. Continuously



California Community Colleges

Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: December 11, 2020/Revised February 17, 2021**

Name of Institution: Lassen Community College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Integrated Planning/ Educational Master Plan (EMP)	A.1. Review and refine the college planning process	A.1. CEO and CIO	A.1.a. Mar 2021√ A.1.b. Oct 2021 A.1.c. Nov 2021	A.1.a. Hire consultant to assist in review of planning processes A.1.b. Develop new planning process through consensus and referencing other colleges' documentation, as suggested by PRT	A.1.a. Consultant identified and selected for planning process A.1.b. Planning process developed A.1.c. Planning and integrated program review processes approved by Academic Senate and Consultation Council and implemented.	<p>A/B/C Over all Work Group has been formed to monitor the grant activities. The group includes VPAS, CIO, CSSO, Dean, faculty, faculty senate, faculty union, chairs, fiscal, IT and classified. (Initially made up of (short term) Educational Master Plan committee and Accreditation Workgroup.)</p> <p>Action Steps Completed: √A.1.a Consultant identified and selected for planning process 3/2021</p> <p>√A.2.a. Consultant identified and selected for EMP format and development 3/2021</p> <p>Work in Progress: A.1 & A.5 Workgroup (CIO, chair and VPAS) formed. Will recommend a methodology on 4/30/2021. A.2 & A.3 Workgroup (CIO, CSSO, IT, Facilities, HR, Classified and ASP) formed. Will recommend a methodology on 4/30/2021.</p>
	A.2. Review and refine Educational Master Plan (EMP)	A.2. CIO A.3. CEO and CIO	A.2.a. Mar 2021√ A.2.b. Jun 2021 A.3.a-d Nov 2021	A.1.c. Implement a multi-year program review process, integrated with SLO assessment, possibly integrated with course curriculum review (and 2-year CTE program cycles), with annual updates to keep resource requests current. A.2.a. Hire consultant to assist in development of new EMP format (e.g., Statewide Academic Senate, RP Group, retired administrator with expertise).	A.2.a. Consultant identified and selected for EMP format development. A.2.b. New EMP format developed and approved by Academic Senate and Consultation Council.	
	A.3. Review and update the purpose (and necessity) of each college master plan	A.4. CBO and ASP A.5. CBO	A.4.a. May 2021 A.4.b. Sep 2021 A.4.c. Sep 2021 A.4.d. Jun 2021 A.4.e. Jun 2021 A.5.a. Sep 2021	A.2.b. Develop new EMP format that also aligns to CCCCCO's Vision for Success goals and other planning efforts (prioritize and unify goals). A.3.a. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs budgeting. A.3.b. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs resource allocation.	A.3.a-d Determinations made, necessity and purpose decided; changes developed, approved via shared governance, and implemented.	
	A.4. Implement a new, separate Budget Committee				A.4.a. Budget Committee charge and structure developed. A.4.b. Determination made and any change is approved via shared governance.	
	A.5. Review and refine the glossary of the terms in the Planning Budget Development Handbook (Appx. D)				A.4.c. Link and clear distinction is determined and approved via shared governance.	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
				<p>A.3.c. Determine the necessity and purpose of each separate plan currently used by the college in terms of how that plan informs decision making.</p> <p>A.3.d. Determine whether Institutional Effectiveness needs its own plan, if its primary purpose is to assist in assessment of the effectiveness of all the major plans at the college. (<i>This would eliminate the IE Master Plan.</i>)</p> <p>A.4.a. Determine Committee Charge and structure for a new Budget Committee (Full committee or as a Sub-committee?)</p> <p>A.4.b. Determine distinction between the annual budget development/resource allocation process and the master planning process.</p> <p>A.4.c. Maintain a link between resource requests and EMP/Strategic Goals (e.g., indicate which goals are addressed by each request), but establish a clear distinction between master planning as a high-level, multi-year, goal-oriented process and departments' annual opportunity to update and address their basic operational needs.</p> <p>4.d. Decide whether objectives (e.g., floor and stretch targets on each of the overarching goals) should be part of each long-term Master Plan, or placed in a shorter-term document.</p> <p>A.4.e. Determine whether "<u>Promote Institutional Stability</u>," "Advance Institutional Effectiveness," or something similar should be one of Lassen College's longer-term strategic goals.</p> <p>A.5.a. Review to ensure that the glossary is a common text, a framework to help the college as a shared planning vocabulary.</p>	<p>A.4.d. Determination made and any change to long-term plans and/or creation of a shorter-term document are approved via shared governance.</p> <p>A.4.e. Determination made and any change to the Strategic Plan is approved via shared governance.</p> <p>A.5.a. Glossary revised to more appropriately serve shared planning processes.</p>	<p>A.4 Workgroup (ASP, CEO, Consultation Council Rep and CBO) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
<p>B. Strategic Enrollment Management (SEM)</p>	<p>B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants</p> <p>B.2. Review and formalize SEM Plan Components</p> <p>B.3. Establish data required for SEM and implement visualizations</p> <p>B.4. Evaluate current programs offered and use data to identify ways to streamline pathway choices for students</p> <p>B.5. Identify ways to improve service to target student populations</p> <p>B.6. Identify other potential SEM resources</p>	<p>B.1. Grants Manager</p> <p>B.2. CSSO</p> <p>B.3. DIT/IE</p> <p>B.4. CIO and CSSO</p> <p>B.5. CIO and CSSO</p> <p>B.6. Grants Manager</p>	<p>B.1.a. Aug 2021</p> <p>B.2.a. May 2021 B.2.b. Aug 2021</p> <p>B.3.a. Aug 2021 B.3.b. Dec 2021</p> <p>B.4.a. Dec 2021</p> <p>B.5.a. May 2021 B.5.b. Oct 2021 B.5.c. Aug 2021 B.5.d. Nov 2021 B.5.e. Feb 2022</p> <p>B.6.a. Continuously</p>	<p>B.1.a. Research/Investigate grant opportunities and required application timelines to provide multi-year support for data access and analysis.</p> <p>B.2.a. Document what is working well with the current SEM Plan. B.2.b. Add specific components needed (e.g., marketing, retention, scheduling/pathways, outreach).</p> <p>B.3.a. Identify what specific data points are needed to inform SEM. B.3.b. Create useful reports or dashboards presenting those data. (Also: Reference Fred Trapp report requests)</p> <p>B.4.a. Establish nested programs/stackable certifications within areas of study and remove one-off courses not essential to each pathway.</p> <p>B.5.a. Identify main target student populations. B.5.b. Identify and implement specific strategies to more effectively communicate with each of them, in part through soliciting, student input. B.5.c. Determine whether there are other sub-populations that might be underserved (e.g., evening students, itinerant workers, distance learners, etc.), if so, implement specific strategies to serve them better. B.5.d. Identify strategies to improve services to students.</p> <p>B.6.a. Access and explore the SEM resources in the CCCCO Vision Resource Center.</p>	<p>B.1.a. Grant opportunities identified.</p> <p>B.2.a. Existing processes, gaps and successes documented. B.2.b. Specific components added to above SEM document.</p> <p>B.3.a. Data/data points identified. B.3.b. Reports and dashboards developed and disseminated.</p> <p>B.4.a. Nested programs established.</p> <p>B.5.a. Main target student populations identified. B.5.b. Communication strategies identified and implemented. B.5.c. Other underserved populations identified. B.5.d. Developed strategies for improved student services. B.5.e. Implemented improved student services strategies.</p> <p>B.6.a. Other resources identified.</p>	<p>B.1 & B.6 Workgroup (CSSO, IT, Dean, VPAS) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.2 & B3& B.5 Work Group (CIO, SS Dean, Counseling, IT, faculty) formed. Will recommend a methodology on 4/30/2021.</p> <p>B.4 Workgroup (Guided Pathways Work Group) formed. Will recommend a methodology on 4/30/2021.</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
c. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1. Directors of Human Resource and Institutional Effectiveness	C.1.a June 2021 C.1.b Aug 2021 C.1.c. Fall 2021	C.1.a. Create opportunities for entire campus to learn and grow together (shared vocabulary, opportunities for all-campus gatherings, sharing knowledge learned in conferences with others-showcases). C.1.b. Identify key professional development opportunities that are supported by the college and support college's mission and goals C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a. Professional Development opportunities identified. C.1.b. Methods of delivery Identified. C.1.c. Trainings conducted and attended.	C.1 Workgroup (CSSO, HR, Flex Committee) formed. Will recommend a methodology on 4/30/2021.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Integrated Planning/ Educational Master Plan	A.1. Review and refine the college planning process	A.1.a. Bring in a consultant to help the college define and integrate their planning processes (e.g., Statewide Academic Senate, RPGroup, retired administrator with expertise).	A.1.a. \$50,000
B. Strategic Enrollment Management	B.1. Explore the feasibility of applying for appropriate grants, such as Title III and Title V Grants B.2. Review and formalize SEM Plan Components B.3. Establish data required for SEM and implement visualizations	B.1.a, B.3.a., B.3.b. Consultant for data collection and analysis. B.1.a. Grant writer/consultant for Title III and Title V or other appropriate grants. Consultant to develop and implement software for appropriate administration of enrollment management.	B.1..a,B.3.a., B.3.b. \$25,000 1.a. \$10,000 \$50,000
C. Professional Development	C.1. Identify professional development opportunities and methods of delivery related to SEM, student success and institutional effectiveness.	C.1.a. Create opportunities for entire campus to learn and grow together. C.1.b. Identify key professional development opportunities. C.1.c. Provide training to groups of faculty, classified, managers, and administrators as data coaches, to help train others in college to navigate institutional data and bring knowledge to college committees and projects.	C.1.a., C.1.b., C.1.c. \$65,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Trevor D. Albertson, PhD	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Adam P. Runyan	
Signature or E-signature:	Date:

Deadlines

√ A.1.a. Mar 2021
 √ A.2.a. Mar 2021

A.4.a. May 2021
 B.2.a. May 2021
 B.5.a. May 2021

A.2.b. Jun 2021
 A.4.d. Jun 2021
 A.4.e. Jun 2021
 C.1.a. June 2021

B.1.a. Aug 2021
 B.2.b. Aug 2021
 B.3.a. Aug 2021
 B.1.a. Aug 2021
 B.2.b. Aug 2021
 B.3.a. Aug 2021
 B.5.c. Aug 2021
 C.1.b. Aug 2021

A.4.b. Sep 2021
 A.4.c. Sep 2021
 A.5.a. Sep 2021

A.1.b. Oct 2021
 B.5.b. Oct 2021

A.1.c. Nov 2021
 A.3.a-d Nov 2021
 B.5.d. Nov 2021

C.1.c. Fall 2021
 B.3.b. Dec 2021
 B.4.a. Dec 2021

B.5.e. Feb 2022

B.6.a. Continuously

LASSEN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

POLICY AND PROCEDURE



13th Edition
2020-2021

TABLE OF CONTENTS

OVERVIEW AND GOALS	3
REVIEW PROCEDURE	4
INSTRUCTIONAL PROGRAM REVIEW PREPARATION	6
IPR FORMAT	6
STUDENT EVALUATION OF PROGRAM	7
TIMELINE FOR PROCEDURES	8
LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS	9
INSTRUCTIONAL PROGRAM REVIEW CYCLE.....	10
ANNUAL UPDATES & IPR REVISIONS	11
REVISIONS TO INSTRUCTIONAL PROGRAM REVIEW DOCUMENTS.....	11
REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE	11
ATTACHMENT A.....	12
IPR TEMPLATE	12
ATTACHMENT B.....	35
MASTER PLAN OVERVIEW	35
ATTACHMENT C.....	36
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION.....	36
ATTACHMENT D.....	39
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM	39
ATTACHMENT E	42
FACULTY REFERENCE BY PROGRAM	42
ATTACHMENT F	44
COURSE LIST BY PROGRAM	44
ATTACHMENT G.....	46
DEFINITION OF TERMS	47

LASSEN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAM REVIEW

OVERVIEW and GOALS

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program.

The proposed model rests on the following assumptions:

1. Statistical data that is accurate and valid is necessary for an objective review and evaluation of instructional programs and must be included in an LCC IPR.
2. Statistical data alone (Cost per FTE, WSCH/FTE, etc.) is insufficient to evaluate and assign priority to institutional programs.
3. Combined subjective judgments or empirical results of qualified professionals are valid components of the total assessment of a program when combined with evaluation of statistical data.
4. Criteria used for the purpose of evaluating one program may not be necessarily appropriate for evaluating another program.
5. Priority shall be given to educational considerations over cost considerations without ignoring those cost considerations.

The program review process is an opportunity for faculty members to actively participate in the growth of their own programs and the growth of the college as a whole. Institutional planning and budget considerations will be based on the recommendations and justifications provided by this process.

REVIEW PROCEDURE

The faculty teaching within all transfer instructional programs and special academic programs at Lassen Community College will conduct a major review by completing an IPR once every four years. All career/technical instructional programs will conduct a major review by completing an IPR once every two years. Those programs including both transfer and terminal degrees will follow the career/technical two-year program review cycle. In addition, each recognized instructional program at Lassen Community College will be encouraged to complete an annual update. A complete IPR is considered to be a one-year process with curriculum review, student evaluation and assessment occurring during the fall semester and additional student evaluation, writing and acceptance of the written report occurring during the first half of the spring semester.

Instructional Program Reviews rely on:

- Data provided by the Office of Institutional Effectiveness
- Self-evaluation based on evaluation of sound quantitative and qualitative data, provided by the Office of Institutional Effectiveness, and faculty input
- Feedback from student evaluations
- Assessment results from student learning outcomes and dialog based on the outcome assessment results

A “fill-in” IPR template is provided in Attachment A of this document, and Attachment C of this document provides a student evaluation to be used in IPR completion. Programs may modify the student evaluation to gather information specific to a program.

The IPR team is composed of faculty of the program being evaluated (see Attachment E, Faculty Reference by Program). The IPR team will be assigned at least one mentor by the Academic Senate. The function of the mentor is limited to advisement and interpretation of the program review process. Mentors will be current members of the Academic Senate familiar with the IPR process. In addition to a Senate mentor, the IPR team is encouraged to work closely with its Division Chair(s).

It is the responsibility of the Academic Senate to inform Academic Services, by September, which program(s) will have IPRs scheduled for completion in the subsequent spring semester.

The Academic Dean or Vice President and Academic Senate President will jointly send a memorandum to the faculty members of programs informing them of the upcoming IPRs.

The Academic Senate President, Academic Dean or Vice President and Director of Institutional Effectiveness will conduct joint faculty orientations for the subject area faculty of upcoming IPRs in October for program reviews scheduled for completion during the following spring semester. The orientations will cover: 1) IPR format, 2) identification of a faculty mentor (assigned by the Senate), and 3) the appropriate inclusion of statistical data in the attachments of the document.

To facilitate completion of the IPR, the following statistical data for each session (F, S, SS) during the preceding four years or as indicated will be provided by the Office of Institutional Effectiveness and Academic Services to the appropriate program area faculty at the IPR orientation meeting in October:

- FTE's generated by program.
 - Total program FTEs
 - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
 - FTEs generated per class, per semester and per class, per modality.
 - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.

- Number of FTE faculty (FTEF) in program by semester and year.
 - Total FTEF
 - FTEF for full-time faculty only – including overloads
 - FTEF for full-time faculty only – without overloads
 - FTEF for full-time faculty only – overloads only
 - FTEF for part-time faculty.

- Enrollment data
 - Total program enrollment data at census and completion of course.
 - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.

- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
 - Student completion, retention and success rates by program, class, modality, and time of day
 - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.
 - Transfer data
 - Awarded degrees and certificates
 - Additional data requested by faculty will be considered as priorities allow

- Capital outlay equipment
 - List of equipment
 - Age of equipment
 - Replacement schedule
 - Existing maintenance/service agreements

- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.

Data should be provided in a raw and visual format, either as chart, pie chart, bar graph, or other visual presentation deemed appropriate by the Office of Institutional Effectiveness.

Should the faculty of the program being reviewed disagree with the data as provided, this disagreement will be included in the final report. All areas of the IPR need to be completed regardless of whether or not statistical data has been provided.

INSTRUCTIONAL PROGRAM REVIEW PREPARATION

Preparation of the IPR is viewed as a primary vehicle for evaluating a program and its effectiveness in regards to student learning as well as developing plans and strategies for the improvement of a program. This self-evaluation approach allows the faculty (full and part-time as applicable) who are directly involved in the program to assume primary responsibility for the examination and strengthening of their program.

An IPR Template has been created to ease the work of completing the IPR (See ATTACHMENT A: IPR Template). This form is available electronically from Academic Services, on the planning webpage, or through the Lassen College portal. The data contained in the planning tables generated from completion of the IPR TEMPLATE, will be reviewed by the institutional planning committees as part of the institutional planning and budgeting processes.

The Chief Instructional Officer (CIO) and Academic Senate together will designate an IPR lead faculty member from within the program being reviewed. The lead faculty member will call the first meeting to establish the timeline and schedule meetings for all listed full-time and part-time faculty to complete the IPR.

Each IPR should begin with a title page including the name of the program, names of individuals working on the IPR (full-time faculty, part-time faculty and support staff), and the acceptance dates for Academic Senate, Consultation Council and Governing Board.

IPR FORMAT

The IPR is organized into four sections consistent with the four sections of the comprehensive institutional master plan:

1. Academic Planning Section
 - a. Program Objectives/Student Learning Outcomes
 - b. Student Outcomes/Student Learning Outcomes (program impact on student success)
 - c. Curriculum
 - d. Equipment
 - e. Outside Compliance Issues (if applicable)
 - f. May also include recommendations specific to Student Services Planning and Institutional Effectiveness Planning
2. Human Resource Planning Section
3. Facilities Planning Section

Each section and sub-section of the IPR is subdivided into two parts, plus referenced attachments, at the end of the document:

1. Description/Evaluation
2. Planning Agenda (The planning agenda should be substantiated by the description/evaluation subsection and/or referenced attachments and should be divided into plans to be implemented by program staff and plans requiring institutional resources)

Referenced Attachments

- Supporting Documentation [to be included as attachments at the end of document]

Each subsection may be completed using lists, narrative description, or attachments as appropriate. Address only those sections that apply to your program. Statements in parentheses are suggestions for your

consideration and are not prescriptive. Supporting documentation for each section should be included at the end of the document.

Upon completion of the IPR process, the final document must be compiled into PDF format and submitted to the Academic Dean and the Academic Senate for subsequent Senate approval and joint presentation to Consultation Council and the Governing Board. Upon acceptance of the document by the Governing Board, Academic Services will provide electronic IPR copies to I.T. for posting on the Lassen College website. Academic Services will provide institutional decision-making bodies copies of Prioritized Recommendations charts as they pertain to planning documents.

STUDENT EVALUATION OF PROGRAM

The Student Evaluation is designed to solicit comments concerning the program only and is not an evaluation of instructors. It is important to insure the students understand that the focus of the survey is on the program and not the faculty in the area. This is to avoid confusion with the faculty evaluation process. The recommended Student Evaluation is included as Attachment C, although programs may modify the form to gather additional information or may remove items not relevant to the program.

An anonymous questionnaire is considered to be the most effective format to obtain student input. This will encourage the students to be frank in their responses. The Student Evaluation will be scheduled and administered by the Office of Institutional Effectiveness twice, once during October of the instructional review process and again in February.

Academic Services staff will consult with the faculty members of the IPR Team to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the IPR Team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

REVITALIZATION AND DISCONTINUANCE POLICY

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. As this applies to LCC, a program is defined as a whole and not individual degrees, certificates, or courses within the program as detailed in the LCC course catalog. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. More information regarding this policy can be found by searching AP 4021.

TIMELINE FOR PROCEDURES

October	The Vice President of Instruction, in consultation with the Academic Senate, notifies faculty of the upcoming IPR. Academic Senate appoints faculty members to the mentors list.
October	Faculty Orientation for IPRs are scheduled and held. Distribution of quantitative data by the Academic Services to the IPR Team (fiscal and census information, as previously outlined, for the previous four years, and a copy of the previous final IPR document) for reviews scheduled the following year.
October	Student evaluation #1 administered and compiled by the Office of Instruction Effectiveness
November/December	Initial meeting of the IPR Team and Senate mentor (if desired).
November-May	The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval.
February	Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness
August	The IPR team submits the completed IPR documents to the Academic Senate and the Academic Dean.
September	The Academic Senate takes action to accept the IPR and with the Academic Dean jointly presents IPR to Consultation Council and the Governing Board.
October	IPR recommendations are distributed to planning committees for consideration in master planning and budgeting documents. Upon acceptance, Academic Services will maintain the original IPR electronic file online and forward electronic copies to the institutional planning committees for inclusion in the planning and budgeting processes.

LASSEN COMMUNITY COLLEGE EDUCATIONAL PROGRAMS

For the purpose of the Instructional Program Review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000). A special academic program provides instruction in support of certificate or degree completion or as part of another certificate or degree but may not offer an organized sequence of courses that lead to a degree, certificate, license or transfer as with transfer and career/technical programs. See Attachment D for a list of degrees and certificates included within each program.

Transfer-only Programs — 4-yr cycle

Fine Arts (including Art History and Studio Art)
 Humanities (including English)
 Mathematics/Natural Science
 History/Social Science/Sociology/Psychology/Anthropology
 Physical Education

Career/Technical Programs — 2-yr cycle

Administration of Justice (including related POST information)
 Agriculture
 Automotive Technology
 Business (including Accounting, Business Administration, Economics, and Office Administrative Assistant) Child Development (including transfer degree in Early Childhood Education)
 Information Systems
 Graphic Design
 Fire Technology
 Gunsmithing (including related NRA)
 Human Services
 Allied Health (including Vocational Nursing, CNA, Medical Assisting)
 Welding Technology

Special Academic Programs — 4-yr cycle

Athletics
 Developmental Studies
 Work Experience

INSTRUCTIONAL PROGRAM REVIEW CYCLE

The following IPR review cycle has been established by the Academic Senate:

<u>Scheduled Date of IPR Review</u>	<u>Transfer or Special Academic Program Completing IPR</u>
Academic Year 2020-2021	Developmental Studies including Basic Skills
Academic Year 2021-2022	Mathematics/Natural Science (Area A and D2) Physical Education (Area E2) Athletics
Academic Year 2022-2023	History/Social Science/Sociology/Psychology/Anthropology (Area B/E1) Work Experience
Academic Year 2023-2024	Fine Arts (including Art History/Studio Art) Humanities (including English) (Area C and D1)

<u>Scheduled Date of IPR Review</u>	<u>Career/Technical Program Completing IPR</u>
Academic Year 2020-2021	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2021-2022	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design
Academic Year 2022-2023	Fire Technology Gunsmithing Human Services Allied Health Welding
Academic Year 2023-2024	Administration of Justice Automotive Technology Agriculture Business Child Development Information Systems Graphic Design

ANNUAL UPDATES & IPR REVISIONS

Given that program changes occur on an annual basis, completion of an annual update by all recognized programs, whether transfer, career/technical, or special academic programs, is encouraged to better integrate program review into the planning and budgeting processes. Basic data, including FTES, FTEF, completion, success, and program scheduling for the previous year, will be provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August or special request by office of instruction and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the annual updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into the budget and planning processes than the 2 or 4 year cycle currently allows. Institutional planning decisions are based on the recommendations contained within the IPR. Revisions to specific sections of the IPR may be necessary between scheduled IPRs and/or annual updates to accommodate changes in program priorities. Program faculty may revise specific IPR sections at any time. The annual update containing the revised section(s) will be forwarded to the Academic Senate and Academic Dean. The annual update will follow the same sequence of steps for acceptance as the IPR. Upon acceptance by the Governing Board, the annual update will be attached to the original IPR in Academic Services and electronic copies forwarded to the institutional planning committees.

REVIEW OF INSTRUCTIONAL PROGRAM REVIEWS OUT OF SEQUENCE

A. Early Program Reviews:

Program faculty, the President/Superintendent or the Governing Board may request an early program review for compelling reasons. Such reasons may include:

- Enrollment considerations
- Fiscal consideration
- Facilities review
- Recent loss or addition of full-time subject area faculty within the program
- Recent significant changes to the curriculum

The request for an early program review must be accompanied by written justification submitted to the Academic Senate. After reviewing the written recommendations: the Academic Senate will take action. The action will permanently move the IPR for the program within the review cycle.

B. Instructional Program Review Extensions:

Program faculty or the Academic Dean may request an extension of the due date of an IPR. Requests for due date extensions of an IPR will be accompanied by a written justification submitted to the Academic Senate. Extensions may be granted through Senate action. IPRs with granted extensions will not be considered late for budget and planning purposes and will retain their original position within the review cycle.

C. Late Instructional Program Reviews:

IPRs retain their positions within the cycle regardless of their date of acceptance. All changes of position within the review cycle require official Academic Senate action.

IPR TEMPLATE

LASSEN COMMUNITY COLLEGE

(insert instructor's name & title)

Accepted by Academic Senate: (insert date)

Accepted by Consultation Council: (insert date)

Accepted by Governing Board: (insert date)

CONTENTS

<u>SECTION 1: ACADEMIC PLANNING</u>	15
<u>I. PROGRAM OVERVIEW, OBJECTIVES, AND STUDENT LEARNING OUTCOMES</u>	15
<u>DESCRIPTION/EVALUATION</u>	15
<u>PLANNING AGENDA</u>	15
<u>II STUDENT OUTCOMES</u>	16
<u>A. TRENDS AND PATTERNS IN STUDENT OUTCOMES</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	16
<u>B. STUDENT LEARNING OUTCOME ASSESSMENT</u>	16
<u>DESCRIPTION/EVALUATION</u>	16
<u>PLANNING AGENDA</u>	17
<u>C. STUDENT EVALUATION SUMMARY</u>	17
<u>DESCRIPTION/EVALUATION</u>	17
<u>PLANNING AGENDA</u>	17
<u>III. CURRICULUM</u>	18
<u>A. DEGREES AND/OR CERTIFICATES</u>	18
<u>DESCRIPTION/EVALUATION</u>	18
<u>PLANNING AGENDA</u>	19
<u>B. COURSES</u>	19
<u>DESCRIPTION/EVALUATION</u>	19
<u>PLANNING AGENDA</u>	20
<u>C. ARTICULATION/INTEGRATION OF CURRICULUM</u>	20
<u>DESCRIPTION/EVALUATION</u>	20
<u>PLANNING AGENDA</u>	20
<u>III. SCHEDULING AND ENROLLMENT PATTERNS</u>	21
<u>DESCRIPTION/EVALUATION</u>	21
<u>PLANNING AGENDA</u>	21
<u>IV. EQUIPMENT</u>	22
<u>DESCRIPTION/EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>V: OUTSIDE COMPLIANCE ISSUES (IF APPROPRIATE FOR PROGRAM)</u>	22
<u>DESCRIPTION</u>	22
<u>EVALUATION</u>	22
<u>PLANNING AGENDA</u>	22
<u>VI. PRIORITIZED RECOMMENDATIONS</u>	23
<u>A. PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	23
<u>B. PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	23
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN EDUCATION MASTER PLAN</u>	23
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN STUDENT SERVICES MASTER PLAN</u>	24
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN INSTITUTIONAL EFFECTIVENESS MASTER PLAN</u>	24
<u>SECTION TWO: HUMAN RESOURCE PLANNING</u>	25
<u>I. PROGRAM STAFFING</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25

<u>II. PROFESSIONAL DEVELOPMENT</u>	25
<u>DESCRIPTION/EVALUATION</u>	25
<u>PLANNING AGENDA</u>	25
<u>III. STUDENT OUTCOMES</u>	26
<u>DESCRIPTION/EVALUATION</u>	26
<u>PLANNING AGENDA</u>	26
<u>IV. PRIORITIZED RECOMMENDATION</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	26
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN HUMAN RECOURSE MASTER PLAN</u>	27
<u>SECTION THREE: FACILITIES PLANNING</u>	27
<u>I. FACILITIES</u>	27
<u>DESCRIPTION/EVALUATION</u>	27
<u>PLANNING AGENDA</u>	27
<u>II. PRIORITIZED RECOMMENDATIONS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE PLANNING PROCESS</u>	28
<u>PRIORITIZED RECOMMENDATIONS FOR INCLUSION IN THE FACILITIES MASTER PLAN</u>	28
<u>SECTION FOUR: TECHNOLOGY PLANNING</u>	28
<u>I. TECHNOLOGY</u>	28
<u>DESCRIPTION/EVALUATION</u>	28
<u>PLANNING AGENDA</u>	28
<u>II. PRIORITIZED RECOMMENDATIONS</u>	29
<u>PRIORITIZED RECOMMENDATIONS FOR IMPLEMENTATION BY PROGRAM STAFF</u>	29
<u>PRIORITIZED RECOMMENDATION FOR INCLUSION IN THE PLANNING PROCESS</u>	29
<u>PRIORITIZED RECOMMENDATIONS INCLUSION IN INSTITUTIONAL TECHNOLOGY MASTER PLAN</u>	29
<u>ATTACHMENT A:</u>	30
<u>ATTACHMENT B:</u>	31
<u>ATTACHMENT C:</u>	32
<u>ATTACHMENT D:</u>	33
<u>ATTACHMENT E:</u>	34

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

[Click here to insert a brief overview of the program \(this is optional\).](#)

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness

[Click here to enter text.](#)

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

[Click here to enter text.](#)

- d. Analyze program-related promotional materials/advertising as appropriate

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.
[Click here to enter text.](#)
 - b. Transfer numbers for the last four years
[Click here to enter text.](#)
 - c. Completion, retention and success data for the last four years
[Click here to enter text.](#)
2. Analyze program effectiveness based on available quantitative data and qualitative experiences.
[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

For the evaluation portion, ask yourself “How is it working?” Good? Bad?

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

[Click here to address the items above. For the evaluation portion, ask yourself, “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last IPR.

[Click here to enter text.](#)

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?

- Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
 - Does the course outline match the two year plan with regard to sequence of course offerings?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
 4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
 5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table\(s\) below.](#)

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)
2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one

course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

[Click here to enter text.](#)

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

[Click here to enter text.](#)

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
 - a. Number of sections (too many/too few to serve student needs)
 - b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
 - c. Length of courses (traditional semester/short term)
 - d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

[Click here to enter text.](#)

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

[Click here to enter text.](#)

2. Identify any existing equipment maintenance/service agreements

[Click here to enter text.](#)

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

[Click here to enter text.](#) For the evaluation portion, ask yourself “How is it working?” Good? Bad?

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself, “What are we going to change?” Go into detail here and provide a snap shot of the items in the table(s) below.

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

[Click here to enter text.](#)

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

[Click here to enter text.](#)

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself, "What are we going to change?" Go into detail here and provide a snap shot of the items in the table\(s\) below.](#)

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

[Click here to enter text.](#)

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

III. Student Outcomes**Description/Evaluation:**

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below](#)

IV. Prioritized Recommendation**Prioritized Recommendations for Implementation by Program Staff**

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

[Click here to enter text.](#)

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

3. Describe any facilities needs identified by assessments of student learning outcomes

[Click here to enter text.](#)

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text. Ask yourself “What are we going to change?” Go into detail here and provide a snapshot of the items in the table below](#)

II. . Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

[Click here to enter text. For the evaluation portion, ask yourself “How is it working?” Good? Bad?](#)

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

[Click here to enter text.](#)

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

[Click here to enter text.](#) Ask yourself “What are we going to change?” Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

(IPR Template) Attachment A:

Insert information as needed

(IPR Template) Attachment B:

Insert information as needed

(IPR Template) Attachment C:

Insert information as needed

(IPR Template) Attachment D:

Insert information as needed

(IPR Template) Attachment E:

Insert information as needed

ATTACHMENT B**LASSEN COMMUNITY COLLEGE
MASTER PLAN OVERVIEW**

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

**LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION**

Name of Program: _____ Date Survey Completed: _____

Current Course: _____

Overview:

Instructional programs are reviewed periodically by LCC faculty. The _____ Instructional Program is currently undergoing its periodic review. The _____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in _____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, NOT the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:

Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

**1. Educational Goal: What is your educational objective at Lassen Community College?
(Check all that apply).**

General Education:

Transfer to a 4-year Institution

IGETC Certification

CSU Certification

Transfer to another Community College

Degrees/Certificates:

AA/AS

Certificate of Achievement
Certificate of Completion

Certificate of
Accomplishment

Title of Degree or Certificate:

General Interest:

Job Requirement

Continuing Education

Personal Development

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate

Job Requirements

- Elective for degree or certificate
- General Education course for degree or transfer
- Other: Please Specify _____
- Continuing Education
- Personal Development

1. **Does the course content reasonably compare with the catalog/schedule description?**
 YES NO
2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
 YES NO
3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
 YES NO
4. **Did instructors use the required textbooks in the program?**
 YES NO N/A
5. **Are the textbooks purchased for this program useful to you?**
 YES NO N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

- current schedule met my needs
- needed morning offering
- needed afternoon offering
- needed evening offering
- needed one day a week schedule
- needed summer offering
- needed week-end offering
- needed short-term (less than semester) offering
- other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**

- YES NO

8. **The temperature of the facilities in summer or fall is:**

- OFTEN TOO HOT FOR THE SEASON
 COMFORTABLE FOR THE SEASON
 OFTEN TOO COLD FOR THE SEASON
 N/A

9. The lighting of the facilities is?

- TOO BRIGHT ADEQUATE TOO DARK N/A

10. The chairs/tables/desks are?

- ADEQUATE INADEQUATE N/A

11. Is there enough space for you to do your work in class?

- YES NO N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

13. Did the course/program provide the necessary equipment?

- YES NO N/A

14. Is enough time on equipment allowed for each student?

- YES NO N/A

15. Is equipment current?

- YES NO N/A

16. Is equipment generally in good operating condition?

- YES NO N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

18. Provide any additional comments on the course or program:

ATTACHMENT D

**LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM**

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science

Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Art History/Studio Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business

Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
 Certificate of Achievement in Fire Technology
 Certificate of Accomplishment in Fire Technology
 Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing

Associate in Science Degree in Firearms Repair
 Associate in Science Degree in General Gunsmithing
 Certificate of Achievement in Firearms Repair
 Certificate of Achievement in General Gunsmithing
 Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
 Certificate of Accomplishment in Long Guns
 Certificate of Accomplishment in Pistolsmith
 Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in Medical Assisting
 Certificate of Accomplishment in Administrative Medical Assisting
 Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology

Associate in Arts Degree University Studies: Emphasis in Social Sciences
 Associate in Arts Degree General Studies: Emphasis in Social Sciences
 Associate in Arts Degree in History for Transfer
 Associate in Arts Degree in Sociology for Transfer
 Associate in Arts Degree in Psychology for Transfer
 Associate in Science Degree in Anthropology for Transfer
 Certificate of Achievement California State University General Education
 Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services

Associate in Science Degree in Drug and Alcohol Paraprofessional
 Associate in Science Degree in Human Services
 Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies: Emphasis in Humanities
 Associate in Arts Degree in English for Transfer

Information Systems

Certificate of Achievement in Geographic Information Systems

Natural Science

Associate in Arts Degree University Studies: Emphasis in Natural Sciences
 Associate in Arts Degree General Studies: Emphasis in Natural Sciences
 Associate in Science Degree in Geology for Transfer
 Associate in Science Degree in Biology for Transfer
 Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
 Associate in Arts Degree University Studies: Emphasis in Physical Education
 Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology

Associate in Science Degree in Welding Technology

Two-Year Certificate of Achievement in Welding Technology

One-Year Certificate of Achievement in Welding Technology

Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)

Athletics

Developmental Studies

Work Experience

ATTACHMENT E

**LASSEN COMMUNITY COLLEGE
FACULTY REFERENCE BY PROGRAM**

<u>PROGRAM</u>	<u>PROGRAM FACULTY 20/21</u>
Administration of Justice/Correctional Science.....	Thomas Downing
Agriculture.....	Brian Wolf
Allied Health.....	Christi Myers Celeste Wisner Heidi Gray
Automotive Technology.....	Chad Lewis
Business.....	Hasib Azhand Andrew Rupley
Child Development.....	Laura Greer
Fire Technology.....	Dan Weaver
Fine Arts.....	James Kleckner
Graphic Design.....	James Kleckner
Gunsmithing.....	John Martin Buck Bauer
History/Social Science/Sociology/Psychology/Anthropology.....	Colleen Baker Toni Poulsen Sandy Beckwith
Humanities.....	Cheryl Aschenbach Richard Swanson Cory McClellan Jeff Owens
Human Services.....	
Information Systems.....	
Mathematics/Natural Science.....	Noelle Eckley Jackson Ng Robert Schofield Natalia McClellan

Crystal Tobola
 Yuting Lin
 Tiffany Baiocchi

Physical Education.....Carrie Nyman

Welding Technology.....Kory Konkol

SPECIAL INSTRUCTIONAL PROGRAMS:

Athletics.....Athletic Director & Coaches

Developmental Studies.....Cheryl Aschenbach
 Carrie Nyman

Work Experience.....Lisa Gardiner

ATTACHMENT F

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/Correctional Science

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Art History/Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Graphic Design

ART 1A, ART 2, ART 8, ART 21, ART 22, ART 23, ART 25, ART 26, ART 28, ART 38, ART 39

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS 135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/Anthropology

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

Special Educational Programs:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT G

DEFINITION OF TERMS

Assessment.....	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle.....	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results.....	The data/information acquired from the implementation of an assessment tool.
Assessment Tool.....	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID.....	Course Identification Number
Core Course.....	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment.....	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation.....	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program.....	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning.....	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF).....	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES).....	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate).
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.



Book	Chapter 2 - Board of Trustees
Section	Policies
Title	Delegation of Authority to Superintendent/President
Code	BP 2430
Status	Active
Adopted	September 8, 2009
Last Revised	April 13, 2021
Last Reviewed	July 9, 2019

Lassen Community College District Policy

CCLC No. 2430

Board of Trustees

BP 2430 Delegation of Authority to Superintendent/President

References:

Education Code Sections 70902(d), 72400
ACCJC Accreditation Standards IV.B.5, IV.C.12 and IV.D.1

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be available to all Board members.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Reviewed May 13, 2014

Reapproved July 9, 2019

Revised and Approved April 13, 2021



Book	Chapter 2 - Board of Trustees
Section	Procedures
Title	Delegation of Authority to Superintendent/President
Code	AP 2430
Status	Active
Adopted	September 8, 2009
Last Revised	April 13, 2021
Last Reviewed	April 13, 2021

Lassen Community College District Procedure

CCLC No. 2430

Board of Trustees

AP 2430 DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

References:

Education Code Section 70902;
ACCJC Accreditation Standard IV.B.5, IV.C.12, and IV.D.1

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President shall be responsible for reasonable interpretation of Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Reviewed May 13, 2014
Reapproved July 9, 2019
Revised and approved April 13, 2021



**Tuesday, February 9, 2021
Policy Committee Meeting - 5:00 p.m.**

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

The meeting will be conducted as follows:

Topic: Board Policy (5 pm) and Regular Meetings (5:30 pm)

Time: Feb 9, 2021 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)
pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09

Password: 509501

Or iPhone one-tap (US Toll): +16699006833,99592225585# or
+13462487799,99592225585#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 995 9222 5585

Password: 509501

International numbers available: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)
u/acCzO9wkgw

Or Skype for Business (Lync):

SIP:99592225585.509501@lync.zoom.us

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:00 p.m. for the Policy Committee Meeting) via email to:

jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for the Meetings via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number

3. Comment

Thank you -

1. Meeting Opening

Subject 1.01 Call to Order and Roll Call
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 1. Meeting Opening
Type Procedural
Committee Members:
Sandra Jonas
Buck Parks
Sophia Wages

2. Agenda Approval

Subject 2.01 Agenda Approval
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 2. Agenda Approval
Type Action, Procedural

Recommended Action Recommend approving agenda as presented.

Approval or Deletions to Agenda

3. Approval of Minutes

Subject 3.01 Approval of Minutes of January 12, 2021
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 3. Approval of Minutes
Type Action, Minutes

Recommended Action Recommend Minutes of the January 12, 2021 Policy Committee Meeting be approved, as presented.

4. Call for Requests from the Audience

Subject 4.01 Call for Requests from the Audience to Speak to any Item on the Agenda
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 4. Call for Requests from the Audience
Type Procedural

5. Discussion Agenda

Subject **5.01 BP 2430 - Delegation of Authority to Superintendent/President**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 5. Discussion Agenda

Type Action

Recommended Action Recommend the Board Policy Committee approve the revisions to BP 2430 - Delegation of Authority to Superintendent/President, as presented.

Lassen Community College District Policy

CCLC No. 2430

Board of Trustees

BP 2430 Delegation of Authority to Superintendent/President

References: Education Code Sections 70902(d), 72400, ~~81655, and 81656~~;
ACCJC Accreditation Standards ~~IV.B.1.j and IV.B.2~~ **IV.B.5, IV.C.12 and IV.D.1**

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be available to all Board members.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

~~The Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual.~~

~~No contract shall constitute an enforceable obligation against the district until it has been approved or ratified by the Board.~~

The above lined out text is included in Allen Hancock's BP

~~The Superintendent/President shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.~~

Reviewed May 13, 2014

Reapproved July 9, 2019

Subject 5.02 AP 2430 - Delegation of Authority to Superintendent/President

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 5. Discussion Agenda

Type Action

Recommended Action Recommend the Board Policy Committee approve the revisions to AP 2430 - Delegation of Authority to Superintendent/President, as presented.

Lassen Community College District Procedure

CCLC No. 2430

Board of Trustees

AP 2430 DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

References:

Education Code Section 70902;

ACCJC Accreditation Standard IV.B.1.j and IV.B.2 IV.B.5, IV.C.12, and IV.D.1

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

~~Since the Superintendent/President is the chief executive officer of the District, all communications and recommendations from the staff of the District shall be conveyed through that personage to the District Governing Board. (The Superintendent/President shall make available to the Governing Board all data requested by said Board in a timely manner.)~~

~~This policy does not preclude discussion by Board members with staff on matters of college business.~~

The Superintendent/President shall be responsible for reasonable interpretation of Board Policy. In situations where there is no Board Policy direction, the Superintendent/ President shall have the power to act, but such

decisions shall be subject to review by the Board of Trustees. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Reviewed May 13, 2014

Reapproved July 9, 2019

6. Comments from Audience

Subject **6.01 Comments from Audience**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 6. Comments from Audience

Type Procedural

Board Chair will call for any comments from the audience at this time.

7. Other

Subject **7.01 Other**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 7. Other

Type Procedural

Board Chair will call for "Other" items.

8. Adjournment

Subject **8.01 Adjournment of Meeting**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 8. Adjournment

Type Action

Recommended Action Recommend Adjournment of Board Policy Sub-Committee Meeting



**Tuesday, February 9, 2021
Policy Committee Meeting - 5:00 p.m.**

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

The meeting will be conducted as follows:

Topic: Board Policy (5 pm) and Regular Meetings (5:30 pm)

Time: Feb 9, 2021 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)

Password: 509501

Or iPhone one-tap (US Toll): +16699006833,99592225585# or +13462487799,99592225585#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 646 876 9923 (US Toll)

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+1 312 626 6799 (US Toll)

Meeting ID: 995 9222 5585

Password: 509501

International numbers available: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)

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SIP:99592225585.509501@lync.zoom.us

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:00 p.m. for the Policy Committee Meeting) via email to:

jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for the Meetings via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

- 1. Name**
- 2. Agenda Item Number**

3. Comment

Thank you -

1. Meeting Opening

1.01 Call to Order and Roll Call

2. Agenda Approval

2.01 Agenda Approval

3. Approval of Minutes

3.01 Approval of Minutes of January 12, 2021

4. Call for Requests from the Audience

4.01 Call for Requests from the Audience to Speak to any Item on the Agenda

5. Discussion Agenda

5.01 BP 2430 - Delegation of Authority to Superintendent/President

5.02 AP 2430 - Delegation of Authority to Superintendent/President

6. Comments from Audience

6.01 Comments from Audience

7. Other

7.01 Other

8. Adjournment

8.01 Adjournment of Meeting

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, March 9, 2021)

Generated by Julie Johnston on Thursday, March 11, 2021

Members present

Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Meeting called to order at 5:30 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 1.03 Agenda Approval

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

2. Public CommentsInformation, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent AgendaInformation: 3.01 Public Comments on Consent Agenda ItemsAction (Consent), Minutes: 3.02 Approval of Minutes of February 9, 2021 Regular MeetingAction (Consent): 3.03 Approval of Personnel Consent AgendaAction (Consent): 3.04 Approval of Warrants and Financial ReportsAction (Consent): 3.05 Quarterly Financial Status Report CCFS-311QAction (Consent): 3.06 Approve Consent Agenda

Trustee Jonas requested that Item b from 3.03 be moved to closed session for discussion.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda**5. Information-Reports**Information, Report: 5.01 Academic Senate President's Report

Adam Runyan, Academic Senate President, submitted the following report which was read by Julie Johnston:

Good Evening, We would like to congratulate our faculty that are receiving Tenure this evening. Item 8.02 on tonight's agenda highlights some of their accomplishments as faculty at LCC. We are truly lucky to have such committed faculty that have a vision to grow their programs and serve our students. Our Senate has been busy working on catching up with our IPR's. You will see the Child Development IPR is on your agenda this evening. We should have 6 for you to review by next month. We are still working closely with our Accreditation Tri Chairs and consultant making sure that we are checking off the boxes of the recommendations and requirements ACCJC has for us. The ASCCC has asked us to complete a Diversity Equity and Inclusion (DEI) survey, due by the end of this month, specifically looking at how we are embedding DEI efforts across our campus with students, staff, faculty, administration, and our board. Overall, we are "in progress" for many of their questions and initiatives, but have a long way to go to make sure we are looking at everything we do through a lens of Diversity, Equity, Inclusion, and

anti-racism, from our hiring practices, to our curriculum development, we are making headway. Thank you for your commitment as a board to our DEI efforts. As always, if you have any questions or concerns, please reach out to me. Thank you, Adam Runyan.

Information, Report: 5.02 Associated Student's Report

None

Information, Report: 5.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, Interim Superintendent/President stated he wanted to join Adam to congratulate those receiving tenure tonight. Dr. Albertson went on to say that for those receiving tenure, and those that received it a year ago we will have a party bigger than before. This was put under due to CoVid hitting. Congratulations to all receiving tenure and well done. It's March, and that means spring is approaching rapidly. With spring comes the opening of blossoms and buds on the trees and flowers. Such is meaningful symbolism for where the campus is headed in the coming months, as well. As we move into a period of reopening and, honestly, renewal, there is a great deal to consider. When this all started, I remember saying it would be more difficult to reopen that it was to move off-campus. Well, that difficult task is upon us. In an effort to ease that transition, the leaders of various campus constituencies and I will be meeting soon to discuss what is important to them as this process is undertaken. Following that, there will be planning exercises within the administration to ensure the campus team will be able to safely reopen upon their return. More or less, we will be working out the kinks before everyone shows up. But there, too, there will be a degree of thought applied to the process by which everyone is reintroduced to campus. Rather than bringing everyone back in a mass-wave of folks, the return will be layered, coming back in small groups. Finally, once everyone is back, the process of monitoring the situation for safety will go on. Frankly, it will be a continual process. Covid is not going away, and neither should our vigilance. Turning to the budget, we continue to occupy a strong cash position. In fact, even with the deferrals we are expecting from the State, we are likely to have enough cash on-hand to cover our expenses and payroll without having to draw on a tax-free TRAN. To be safe, however, we do intend to employ a taxable TRAN to ensure the steady availability of funds—should unforeseen needs arise. That's all for tonight. But, as always, keep up the great work and continue to serve our students and community. -Trevor

President Wages asked for an update on the Presidential search. Vickie Ramsey, Director of Human Resources advised she had planned to update the Board in closed session tonight, but her comments are not confidential. Ms. Ramsey advised the first committee meeting has been set for next Monday, March 15th from 2-3:30 p.m. at which time they will discuss paper screening and go through training and questions the committee may have as well as formulate questions for the interview.

Information, Report: 5.04 Board Comments

Trustee Sandra Jonas gave her congratulations to those receiving tenure tonight and congratulations to our two retirees, Jeff and Carol.

Trustee David Trussell stated he wished to say the same as Sandy said. Trustee Trussell stated he wished we could give those parties tonight for the tenured faculty. Congratulations with the two retirees, enjoy.

Trustee Buck Parks gave his congratulations to the retirees and tenured faculty. Trustee Parks gave a thank you to Alan for his time on the Board and that he thinks he wanted to stay on the Board, but there are things we are bound by. Trustee Parks stated they have done provisional appointments in the past, and it is a process we will have to do. Best wishes to Alan.

Trustee Kim Dieter gave her congratulations to everyone.

Trustee Louis Hamilton stated ditto. He would like to say what Buck said about Alan. Appreciates Alan being on the Board, and it was too bad he was not qualified to stay.

President Sophia Wages stated she wants to congratulate the tenure employees and Carol and Jeff and thank Alan for his service. President Wages added that they may not all agree, but she appreciates everyone's opinions. Thank you all again.

6. Administration First Reading Board Policy (No Action Required)

Discussion, Information: 6.01 BP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported this open airing is designed to bring this policy into greater requirements for accreditation. Dr. Albertson noted the Tri Chairs are doing a wonderful job. This item is a technicality. It removes a technical barrier.

Discussion, Information: 6.02 AP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported that again this is more of a technical matter for the President to have the authority in line with accreditation standards.

7. Administration - Second Reading and Approval Board Policy

Action, Discussion, Information: 7.01 BP 2310 - Regular Meetings of the Board (Second Reading and Approval)

Dr. Trevor Albertson advised this BP codifies the need to hold a second meeting if needed and allows the Board flexibility in scheduling the December meeting to meet the requirements of AB2449.

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

8. Administration

Action, Discussion, Information: 8.01 CCCT Board Elections Nominations - 2021

President Wages called for a board member to volunteer to research the candidates for the CCCT Board noting that Trustee Hamilton had performed this research for the Board last year. Trustee Hamilton agreed to research the nominees and bring forward his recommendations to the Board at the April 13, 2021 Regular meeting. President Wages thanked Trustee Hamilton.

Action: 8.02 Faculty Evaluations

Dr. Albertson said that the faculty evaluations were completed and well done adding that the new deans are doing great with this as well as the faculty.

Motion by Sandra Jonas, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 8.03 Faculty Tenure Commendations

Dr. Albertson advised this is giving commendations to the Board as to who received tenure. These faculty have been serving the college for at least the last 5 years and these faculty have made a difference for our students. President Wages congratulated the faculty receiving tenure on their commitment.

Action: 8.04 Setting of Non-Resident Tuition Fee for FY 2021-2022

Dr. Albertson reported that in setting the non-resident tuition fee for 2021-2022, it is actually a decrease of \$10 per unit which is what everyone else has done to remain competitive. This is ready to go and will keep us competitive for any students looking to attend any community college. It is recommended the Non-Resident Tuition Fee be set at \$270 per unit for the 2021-2022 fiscal year.

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 8.05 Instructional Program Review (IPR) 2020-2021 - Child Development

Dr. Albertson reported that the Instructional Program Review (IPR) for 2020-2021 for Child Development was completed by Laura Greer, our Early Childhood Education instructor. She has done a phenomenal job and should be commended for what she has produced. It is noted the Board conveys their thanks for her hard work.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Discussion, Information: 8.06 Review of Surplus Disposal Plan

Dr. Albertson reported that this was a hot item. They have figured out where the problems were. Dr. Albertson stated he wanted to commend Greg and his staff for making it happen. They got the desks out of the weather and other items moved. This plan is for starting to dispose of things. Some of it needs to be disposed of as it has not sold at the previous sale. Other items need to be assessed in the system which are high value items, so we can turn them back into items the community can use and dollars for our students. Trustee Hamilton stated he wanted to thank them for cleaning up the backyard. He went by tonight and that is the way it should be kept. Yes, there are items that are surplus, but we need to have those items put up to store them. One area is the CoGen and hopefully we can get them out and sold.

Trustee Hamilton stated he does not agree with all of the plan. For the items we have that are surplus, we have state code that we have to follow and state code is what he would like reassurance we are following. Trustee Hamilton advised he wants to see us get the most money that we can. Trustee Hamilton reported he was on the Board in 2012 for the last sale and there are items that are on the list, that he has now found are still here. We need to get rid of them.

Information: 8.07 COVID Update

Dr. Albertson advised that it is less of a concern about what we need to do to keep people off campus, but to get people back up here. Today Julie and he were having a very spirited conversation about how we were going to do this with signage. Dr. Albertson stated he cannot stand out there with a clip board making sure people have been vaccinated. People are not just

returning after CoVid, but in some cases it is their first time to campus. Dr. Albertson advised a meeting has been scheduled with various campus principles to start this discussion on returning to campus.

Information: 8.08 District Budget Update

Dr. Albertson advised that the Status and Analysis says it all. Dr. Albertson stated that about pulling the TRAN, we have no short fall to prove to the State, and we think we are going to have the money we think we may need if something bad were to occur. The TRAN is something about having it if we need it as a safety net. Dr. Albertson advised that it is peace of mind for the Board and him and is worth it.

Information: 8.09 Accreditation Update

Dr. Albertson reported that accreditation is moving forward, and he spoke with Toni Sommer, our accreditation representative. To the Tri Chairs, thank you and thank you to all of the faculty and staff putting in hours on this. It is not something that happens overnight. It requires brain work to get done and after hours, but they are making that time. Thank everyone working hard to do this.

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Wages referred those present to the Events tab on the website and that hopefully soon we will have events back on campus.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

March 18, 2021	Special Meeting	Board Room	5:30 p.m.
April 13, 2021	Regular Meeting	Board Room	5:30 p.m.
April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 11, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into CLOSED SESSION at 6:08 p.m.

13. Closed Session

Action, Discussion, Information: 13.01 Conference with Labor Negotiators (Three Matters)

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 13.02 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into OPEN SESSION at 7:13 p.m.

15. Adjournment

Action: 15.01 Adjournment of Meeting

The meeting adjourned at 7:14 p.m.

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, April 13, 2021)

Generated by Julie Johnston on Wednesday, April 14, 2021

Members present

Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Members absent

Trustee Area 1 Seat - vacant

Student Trustee - vacant

Meeting called to order at 5:32 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 1.03 Agenda Approval

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

2. Public CommentsInformation, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent AgendaInformation: 3.01 Public Comments on Consent Agenda ItemsAction (Consent), Minutes: 3.02 Approval of Minutes of March 9, 2021 Special MeetingAction (Consent), Minutes: 3.03 Approval of Minutes of March 9, 2021 Regular MeetingAction (Consent), Minutes: 3.04 Approval of Minutes of March 18, 2021 Special MeetingAction (Consent): 3.05 Approval of Personnel Consent AgendaAction (Consent): 3.06 Approval of Warrants and Financial ReportsAction (Consent): 3.07 Minimum Qualification/EquivalencyAction (Consent): 3.08 Approve Consent Agenda

Motion by Louis Hamilton, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda

None

5. Information-Reports

Information, Report: 5.01 Academic Senate President's Report

Mr. Adam Runyan, Academic Senate President, submitted the following report which was read by Julie Johnston:

Good Evening, Our Faculty Accreditation Tri Chairs have been busy working closely with our Accreditation consultant and the rest of campus to submit our Accreditation Response Report to the ACCJC. We will have our first read of the report this Wednesday in Senate. Senate will give feedback and then push it along to Consultation Council. The Tri Chairs should be commended for their hard work. We have two more IPR's for you to view this evening, Nursing/Allied Health/EMT and Fire Technology. The Faculty should be commended, especially new faculty learning our intense program review process. I will be attending the ASCCC statewide spring Plenary next week where I will learn about initiatives coming down from the State and vote on resolutions that will have an effect on our campus. I will make sure to bring back any pertinent information and present to our faculty and the board. Thank you for your service to our campus. Adam Runyan, Academic Counselor/Academic Senate President

Information, Report: 5.02 Associated Student's Report

None

Information, Report: 5.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, gave the following report:

Good evening Trustees, colleagues, students, and members of the community. Today has been a tough day, among many in the last year and half. But this one hits close to home. With the announced and pending closure of CCC (California Correctional Center), this college, and the community as a whole, needs to prepare to find a new way ahead—to define a new method of success in the wake of CCC's closure. Within the Mandarin Chinese character for crisis there are two brush strokes: one for danger and one for opportunity. I feel this situation presents the same circumstances. We have both opportunity and danger staring us in the face. The first step in responding to this crisis is to make the dedicated decision to be successful and overcome the challenge. The second step is to organize. And that is what I am calling for tonight. We must, as a region, decide we are going to succeed in the face of this decision and to organize as one to take advantage of the opportunity before us. In the few short hours since this announcement I have conducted some research and inquiry into possibilities. One option is to establish a Fire-Training facility in the soon to be former CDCR facility. Another is to build an Agriculture Training Academy at CCC. Yet another reuse would be to conduct homeless reintegration. There are myriad possibilities in front of us. Whatever happens, however, we have to decide to be successful and must work with our regional and community partners. So, tonight, I am calling all on those leaders, followers, and people in between to get behind this effort. To quote the late Senator Paul Wellstone, "Because when we all do well—we all do well." Thank you.

President Wages inquired if Dr. Albertson has had any contact with the County CEO or Supervisors? Dr. Albertson advised he has calls in but has not heard back from him. Dr. Albertson further advised that David and Randy have run numbers on terms due to the closure and the numbers are looking at approximately 150-200 depending on the year. Trustee Trussell inquired if we had heard if we would lose the fire camp and was advised by Dr. Albertson that it appears it will remain under the Sierra Conservation at Jamestown. Dr. Albertson stated that the college has to put some effort in this, but if we can get out in front, that would be a positive.

Trustee Louis Hamilton stated that he has to commend Dr. Albertson on getting out there in front of this today. Dr. Albertson advised there are approximately five different grants out there. When people have closed military bases, and it has done appropriately, McClelland down in Sacramento, it was dovetailed and reuse was accomplished.

Trustee Buck Parks advised he would like to see this topic, maybe as a discussion topic, and it could be discussed at the meeting. Trustee Hamilton advised we have a retreat on April 27th. Dr. Albertson further

advised the "Choose Lassen" grant is out and 26 applications have come in already today. Additionally, you may have seen signs, big billboard signs around campus. We will have 1,000 people on campus tomorrow, and they will have to stare at those billboards. Plus they will get a flier that showcases the "Choose Lassen" grant and the Welcome Center. Staff came together and did a great job. Also, there are new billboard signs on the CoGen. Dr. Albertson stated we have tons of advertising opportunity for \$2,000.

Information, Report: 5.04 Board Comments

Trustee Sandra Jonas advised that she attended the Women's History month virtual presentation on campus and was very impressed, adding that it was done very well. Trustee Jonas stated she tried to attend Consultation Council and is appreciative of staff working on accreditation and all the hard work behind the scenes. Trustee Jonas stated she notices and appreciates the work.

Trustee David Trussell stated that the accreditation Tri Chairs are doing some amazing stuff. Good job!

Trustee Kim Dieter gave a thank you for all the cooperation with the Covid 19 shots. She has heard many good comments and how well organized it was.

Trustee Louis Hamilton advised he has to say something about fire science and people like his grandson that have been hired. His grandson is up north and the people he is with are very jazzed about it. Very excited about any of our students that go through and then have a job. Trustee Hamilton stated it is sad when students go through anything and then get out and have no jobs and have to flip burgers. Trustee Hamilton thanked Trevor for being on top of this. Trustee Hamilton reported that the Foundation "Choose Lassen" grant is out. He has brochures, and they need to get out everywhere.

President Sophia Wages stated she cannot wait until Women's History month is back in person. In the past they have had Grade K-8 attend in person, and it is always nice to see the kids get involved. President Wages also wanted to say that the campus is looking fabulous. The grass is looking good and it looks the best she has seen it in a long time. Thank you to all the staff. President Wages quoted a principal she knew at one time that said, "if the classroom is not clean, the teachers are not happy." President Wages advised she appreciates all their hard work.

6. Administration - Second Reading Board Policy

Action, Discussion, Information: 6.01 BP 2430 - Delegation of Authority to Superintendent/President (Second Reading and Approval)

Dr. Albertson advised that this is the second reading and approval for the revisions for BP 2430 Delegation of Authority to Superintendent/President.

Motion by Buck Parks, second by Sandra Jonas

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action, Discussion, Information: 6.02 AP 2430 - Delegation of Authority to Superintendent/President (Second Reading and Approval)

Dr. Albertson advised that this is the second reading and approval for the revisions for the operating procedure, AP 2430 Delegation of Authority to Superintendent/President.

Motion by Louis Hamilton, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

7. Administration

Action, Discussion, Information: 7.01 CCCT Board Elections Nominations - 2021

President Wages advised that Trustee Hamilton would give us his recommendations for the CCCT Board. Trustee Hamilton stated that we have actually nominated one person in the past, Shaun Giese, and that was

the only selection that year. Then we have gone with the North State and added anyone else we felt strong about to the list as a 7th candidate. Trustee Hamilton reported that he has six (6) people North State, Livermore, some from Shasta and Yosemite. One other school Trustee Hamilton recommends we support is Copper Mountain. They are very small, just a little bigger than we are. Trustee Hamilton stated he has to make a comment about this being the first time in all the years where he has received an email that we as a group are being told to have seven people as an entity have an administrator recommend you. They had seven names of people recommended by this individual. Trustee Hamilton stated that it is getting very political but feels we need to stand on our own. President Wages asked if there were any outstanding characteristics in some of these candidates? Trustee Hamilton advised that some have doctorates and are well versed, however, he feels supporting the North is the way to go and he hopes we will get some representation but there is no guaranty we will get some.

Trustee Hamilton advised his six picks are as follows, and he would list by their numbers going down the ballot:

- 3 - Marguerite Bulkin, Yosemite CCD
- 4 - Edralin Maduli, Chabot - Las Positas CCD
- 7 - Kendall Pierson, Shasta-Tehama-Trinity Joint CCD
- 10 - Cindi Reiss, Peralta CCD
- 14 - Margaret Fishman, Sonoma County Junior College District
- 15 - Mary Lombardo, Copper Mountain CCD

Motion by Buck Parks to accept the six (6) recommendations, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 7.02 Faculty Tenure Commendations

Dr. Albertson advised that this will take a few minutes as we have a number of folks that received tenure. Dr. Albertson stated he would like to take the time to read their commendations.

Faculty Tenure - 2019-2020

Name: Roxanna Haynes

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Prior to my Interim appointment as Dean of Instruction for CTE/Adult Education/Incarcerated education, I was a Division Chair and Academic Senate President. I enjoyed representing my faculty colleagues and participating in the growth and governance of our campus. I continue to mentor local business owners as a contribution to the community and it's also my way of giving back to a business community that has been supportive of my family's small business.

Future goal for your program: I am honored to continue working with my colleagues in the area of CTE and Incarcerated Education while working to grow our Adult Education program offerings, including our new noncredit certificate. Workforce Development and CTE continues to be an important piece of the economic recovery for many students seeking a role in the workplace and I look forward to leading and supporting our faculty as they respond to these demands.

Name: James Kleckner

Discipline: Fine Art/Graphic Design

Contributions to the profession (committee involvement, accolades, etc.): My professional contributions include: facilities and technology committee involvement, art program and curriculum updates and revisions, recurring annual curatorial exhibitions for student and faculty art shows at Lassen Arts Council, community outreach at Lassen County schools and Lassen County Fair, personal artwork comprises various juried exhibitions, including to exhibit at the Los Angeles Center for Digital Art titled Ten Artists to Watch. Future artwork involves publishing a graphic novel, book of illustrations, and creating a new body of work in the form of large-scale charcoal drawings exploring movement, figures, and various animals.

Future goal for your program: Future goals for the Arts Program at LCC include: finding a permanent gallery space to exhibit student, faculty, regional, and national art exhibitions on campus, develop a recurring visiting artist program (where artists exhibit and provide public talks and demonstrations for the county and

community of LCC), provide more community-based art programs, and expand arts program via correspondence and online learning.

Name: Christi Myers

Discipline: Nursing and Allied Health

Contributions to the profession (committee involvement, accolades, etc.): Re-establishment of LVN program (along with Celeste) & EMT, CMA, Phlebotomy. Development of CNA program. Committee involvement, currently safety committee, leading from the middle.

Future goal for your program: Develop an RN program

Name: Andy Rupley

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate Representative, Full-Time Negotiator for LCFA, Division Chair of Business/Science, Curriculum Committee, and Educational Master Plan Committee. In 2020, earned Ph.D. in Organizational Leadership and passed the California Real Estate Exam to become a licensed Real Estate Agent.

Future goal for your program: Want to help build the non-credit offers for Lassen College through transitioning certain business course offerings as well as possibly creating a non-credit real estate program. In addition, creating a new accounting certificate and re-writing the office technology certificate to more align with the industry as well as more approachable from a student perspective.

Faculty Tenure - 2020-2021

Name: Hasib Azhand

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Helped the business department in implementing its new Small Business Certificate Program. Was Flex Chair for academic years of 2018-2019 and 2019-2020. Assisted in bring personal development training on campus. Influential in teaching incarcerated students face to face business courses to help lower recidivism rates. Helped complete the Entrepreneurship Certificate Program for our incarcerated students.

Future goal for your program: Create an amazing adult education program for small business owners.

Name: Laura Greer

Discipline: Child Development

Contributions to the profession: Site Supervisor Permit from the Commission on Teacher Credentialing. Involved in the Lassen Planning Council. Certified in the HighScope Curriculum (a curriculum for the 0-5 year age group).

Future Goal for Program: I hope to grow this program and increase enrollment.

Name: Shar Murphy

Discipline: Librarian

Contributions to the profession: Secured a full-time library technician, Christina Madrid, who is a fabulous addition to the College Library; secured and expanded loanable hotspots, Chromebooks, & textbooks; implemented a state-wide library system; arranged award-winning author visits to campus, area schools & public; Flex presentations; serve as secretary to Institutional Technology Planning Committee; received two commendations on College's Accreditation Report.

Future goals for your program: Continue to expand the Library's resources & services via Canvas and in-person; expand the Library's hours & days; secure a security system; further literacy work with the community.

On a personal note, I want to thank the College for my opportunities to work and live here. LCC, Susanville, and Lassen County have immensely blessed my life. The support offered is immeasurable. In gratitude, Shar

Name: Celeste Wiser

Discipline: LVN Nursing Instructor

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate (first year), Student Service Master Planning Committee.

Past committees: Scholarship, Discipline Committee. Future goal for your program: From a conversation about re-starting the nursing program with a stranger over a cup of coffee to graduating our fifth class this May I am

confident that the sky is the limit for our nursing program. That said stranger- Christi Myers, now director of the program(s) and I have been living by our philosophy- "It will all make sense one day." With the help of the school, support from administration, colleagues, and community we have been able to graduate over 60 students since December 2017.

Future goals are to keep giving the best education we can provide to the nursing students and continue having a successful NCLEX pass rates. Our Simulation Lab have been instrumental in the students learning also. We plan to keep improving our Simulation to encourage stronger critical thinking. A LVN-RN Bridge program is a future goal that we are working hard to provide for our community. Being a RN in the community, I see the need of nurses- LVN and RN. I am happy to be part of the team who is helping bridge the gap and provide our community with the most evidence based practice education and skilled nurses. I feel excited when a past nursing student is providing my family and me medical care. I know they are in good hands and that's how I know we are doing it right!

Dr. Albertson finished by advising that once we are able, we will have a party for all of our new tenured faculty.

Action: 7.03 Instructional Program Review (IPR) - Nursing/Allied Health/EMT

Dr. Albertson advised that this is one of the most phenomenal IPR's he has ever seen. It has been very well done and have done a phenomenal job in telling their story.

Motion by David Trussell, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.04 Instructional Program Review (IPR) – Fire Technology

Dr. Albertson stated it is great not only to have the IPR here and done, but they did such a nice job writing it. They have students graduating and getting jobs. Dr. Albertson added that Anna Pasqua was very helpful in getting this IPR done, and he would like to recognize her work.

Motion by Louis Hamilton, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.05 Approval of Provisional Appointment for Board of Trustees - Area 1

Dr. Trevor Albertson, Interim Superintendent/President advised he would like to offer some remarks before we launch into this. Dr. Albertson advised that following up from the April 8th Special Meeting, he was questioned by Trustee Jonas that in case of a tie, what do we do? Dr. Albertson advised he discussed this with legal counsel, and pursuant to Title 5 in case of a tie, we go to an election. What happens if tonight the board provisionally selects someone, tomorrow April 14, the notice for the provisional appointment would be made and would end on 5/13. On May 11 we would swear this provisional trustee in. This would give this trustee time to learn the rules and get some board training. The Community College of California may offer board training on 5/4 and 5/5. Dr. Albertson continued and stated that the Board has before it tonight to appoint someone or send to a special election. The rest of the process is administrative.

President Wages asked if they could check to see if either of the two candidates are online? David Corley, Director of Technology and Research advised that he is able to see that Becky Hubbard is on and a phone number believed to be Cort Cortez. President Wages inquired if they could hear her? President Wages stated that before we make a final decision by vote, I would like to take this opportunity to thank each of you for coming forward to represent the Students that are attending our College now and in the future as a potential Trustee. Your commitment to serve on this Board is recognized and we appreciate your willingness to represent your Trustee Area and your community. As you will know Trustees will disagree from time to time, and when the final vote is taken, the majority rules and the Trustees are committed to upholding that decision, should you personally disagree. This is stressed in our Board Policy and by the Community College League. As Trustees, we are here to support the Students first, implement policy and procedure and ensure the financial stability of this institution and to support the President/Superintendent with their goals and recommendations to grow our institution while partnering with state and federal agencies, including the CC League, Accrediting Commission, Chancellor's Office, and local businesses within our service area, along with

our citizens of Lassen County. I know you both take this position very seriously, and we appreciate you coming forward.

President Wages asked the Trustees if anybody on the Board has one final question to ask of each candidate? This would be the time and then discuss as well. None of the Trustees had an additional question for the candidates. President Wages stated that she has a question for Mr. Hubbard and asked Mr. Corley to unmute the line. Mr. Hubbard's wife came on and advised that he is in a school board meeting tonight. President Wages stated that her question would have been to him if he would have any problem with him attending the meetings and a conflict with him attending the high school board meeting and our board meeting at the same time. President Wages asked the Trustees if they wished to have discussion or would prefer to go ahead and have a vote? Trustee Jonas advised she was ready for a vote.

Dr. Albertson advised that someone would need to call for a motion and a second and then a roll call vote would be completed. The vote was recorded three different ways:

Each Trustee called out the name of the applicant for their vote:

Trustee Sandra Jonas: Cort Cortez
 Trustee David Trussell: BJ Hubbard
 Trustee Buck Parks: BJ Hubbard
 Trustee Kim Dieter: Cort Cortez
 Trustee Louis Hamilton: BJ Hubbard
 Trustee Sophia Wages: Cort Cortez

Motion by Kim Dieter for Applicant Cort Cortez, second by Sandra Jonas

Final Resolution: Motion fails.

Ayes: Kim Dieter, Sandra Jonas, Sophia Wages

Noes: Louis Hamilton, Buck Parks, David Trussell

Absent: None

Motion by David Trussell for Applicant BJ Hubbard, second by Buck Parks

Final Resolution: Motion fails.

Ayes: Louis Hamilton, Buck Parks, David Trussell

Noes: Kim Dieter, Sandra Jonas, Sophia Wages

Absent: None

Dr. Albertson advised that since the motions have failed by half they are required to proceed to a special election.

Information: 7.06 COVID Update

Dr. Albertson reported that we are getting ready to move into Phase 2 and start a slow reopening process. This will change who can and cannot be on campus. Masks will remain on campus as well as thermometers that you walk up to that takes your temperature and immediately tells you if it is normal or not. Dr. Albertson stated that we will continue to record who will be coming into buildings. It is still the goal of this institution to reopen by fall and have students in the dorm. President Wages stated she has heard we are in the red zone and our numbers are so low, the mask thing is not as much an issue, but still wearing them to protect those that may be susceptible. Dr. Albertson advised that our rate is so low, two people could throw off the rate in the county. Dr. Albertson stated he does not want this institution to throw off the numbers. The more people we have socially distance, and wear masks, the better. Trustee Hamilton inquired about sports and how is it working with testing and are they being tested before games? Dr. Albertson advised that they had results that were held up before the game in Shasta so they pushed back the game. Dr. Albertson reported it was with Virus Geeks, the testing company, and not our problem. Trustee Parks asked if we are keeping track of the numbers of testing procedures and what it is costing the institution? We have baseball up and running at this time. Trustee Parks asked what else is required for testing? Dr. Albertson advised that for rodeo through NIRA, rodeo students are not required to test. CCCAA requires testing for the other sports. We are testing those applicants for rodeo still, which makes sense because they are interacting with folks off campus who may or may not be following the same protocols. Our students have been doing a great job: rodeo, baseball, all have been doing a phenomenal job. Dr. Albertson advised that Coach has a tight ship. Trustee Parks asked about the numbers for testing and if it will start pulling budget dollars? Dr. Albertson reported that he can get the numbers and text or send them to you or provide them for the next meeting. Trustee Parks stated he was

just wondering if there are any budget shortfalls? Dr. Albertson advised that we received Cares Act funds to pay for this, so we do not have to pull from Fund 11. There is off set money available. In the end we will spend \$5,000-\$10,000 for this. Trustee Trussell inquired about the face-to-face classes, and if we will be following really stringent requirements for masking, temperature check, etc? Dr. Albertson reported that Randy Joslin, our VP for Administrative Services, has a 6' pole and every time we need to prepare a room, he walks around and measures. We are currently waiting to hear from the State whether they will be downsizing from 6' to 3'. Trustee Trussell stated he has a concern about the Fire Technology students getting into shelters for the fire classes. How do we sanitize in between? What are our plans to handle this? Dr. Albertson advised they are taking every measure to make sure those students are safe. We could require for those students to be tested. Trustee Trussell stated he would like to see the shelters disinfected in between uses.

Information: 7.07 District Budget Update

Dr. Albertson reported that the college just received \$963,000 total in relief funding including the original \$167,000 from the Cares Act, so nearly a million dollars split between Fund 11 and 12 availability. There are some creative ways to offset Fund 12, and general availability of Fund 11 dollars. This will be a huge win for this college with \$450,000 in general fund dollars. We still have to off set the expenditures for CoVid. We have to hire XYZ for CoVid, and we can offset from this for CoVid. Dr. Albertson advised he has yet to see the Federal government deny something.

Dr. Albertson further advised that we finished the TRAN with the highest in rating. Kudos to the staff.

Information: 7.08 Accreditation Update

Dr. Albertson advised that in Mr. Runyan's remarks, the Tri Chairs are doing honest work. Without the Tri Chairs and everybody that has contributed to this, we would not be an institution. In a conversation he recently had with Ms. Toni Sommers, our Consultant, she has been amazed at what they have done. Toni stated she feels we have a very good chance of not being continued on sanctions, but could be brought off in one fell swoop. We are not going to get into worse sanctions, but they could remove us and ask us to remove a few things in a follow-up report.

8. Information Items

Information, Procedural: 8.01 Calendar of Events

President Wages referred those present to the Events tab on the website.

9. Future Dates and Reports

Information: 9.01 Future Dates and Reports

April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 13, 2021	Regular Meeting	Board Room	5:30 p.m.
June 8, 2021	Regular Meeting	Board Room	5:30 p.m.

President Wages reminded the Trustees that if you have anything of particular interest for the Retreat meeting, to let her or Trevor know. President Wages advised that she does have some topics already submitted. Trustee Jonas inquired about Graduation and was advised by Dr. Albertson that Graduation is May 28th and will be in person for the graduates. The plan is to do it outside and we will have a back up plan for weather. Trustees will be present but they are still working out all the details. Dr. Albertson advised he thinks it would be good for the trustees to be on stage masked up. We can ask family members to log in and view online as we can only do a certain percentage of occupancy. Trustee Trussell asked if we can give students any kind of reception afterwards? Dr. Albertson advised that he believes Brady had a meeting yesterday. President Wages asked if graduates would be tested and if they were tested, could we have a reception? Dr. Albertson advised that the concern is getting everyone in that close proximity with mask off to eat something. There is a possibility we could set up tables and bring to the tables. Have cake pre-cut and in containers.

10. Public Comment on Closed Session Agenda Items

Procedural: 10.01 Public Comment on Closed Session Agenda Items

None

11. Adjourn to Closed SessionProcedural: 11.01 Adjourn to Closed Session

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

It was moved by Trustee Parks, seconded by Trustee Hamilton and carried unanimously to go into CLOSED SESSION at 6:40 p.m.

12. Closed SessionAction, Information: 12.01 Employee Discipline/Dismissal/Release (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

One Matter

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.02 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 12.03 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.04 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: No Reportable Action

13. Reconvene Meeting in Open Session

Procedural: 13.01 Reconvene Meeting in Open Session

It was moved by Trustee Parks, seconded by Trustee Dieter and carried unanimously to go into OPEN SESSION at 7:40 p.m.

14. Adjournment

Action: 14.01 Adjournment of Meeting

The meeting adjourned at 7:41 p.m.



**Tuesday, February 9, 2021
Policy Committee Meeting - 5:00 p.m.**

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

The meeting will be conducted as follows:

Topic: Board Policy (5 pm) and Regular Meetings (5:30 pm)

Time: Feb 9, 2021 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09>

Password: 509501

Or iPhone one-tap (US Toll): +16699006833,99592225585# or +13462487799,99592225585#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 995 9222 5585

Password: 509501

International numbers available: <https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09>

Or Skype for Business (Lync):

SIP:99592225585.509501@lync.zoom.us

Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:00 p.m. for the Policy Committee Meeting) via email to:

jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for the Meetings via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

1. Name
2. Agenda Item Number

3. Comment
Thank you -**1. Meeting Opening**

Subject 1.01 Call to Order and Roll Call
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 1. Meeting Opening
Type Procedural
Committee Members:
Sandra Jonas
Buck Parks
Sophia Wages

2. Agenda Approval

Subject 2.01 Agenda Approval
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 2. Agenda Approval
Type Action, Procedural

Recommended Action Recommend approving agenda as presented.
Approval or Deletions to Agenda

3. Approval of Minutes

Subject 3.01 Approval of Minutes of January 12, 2021
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 3. Approval of Minutes
Type Action, Minutes

Recommended Action Recommend Minutes of the January 12, 2021 Policy Committee Meeting be approved, as presented.

4. Call for Requests from the Audience

Subject 4.01 Call for Requests from the Audience to Speak to any Item on the Agenda
Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.
Category 4. Call for Requests from the Audience
Type Procedural

5. Discussion Agenda

Subject **5.01 BP 2430 - Delegation of Authority to Superintendent/President**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 5. Discussion Agenda

Type Action

Recommended Action Recommend the Board Policy Committee approve the revisions to BP 2430 - Delegation of Authority to Superintendent/President, as presented.

Lassen Community College District Policy

CCLC No. 2430

Board of Trustees

BP 2430 Delegation of Authority to Superintendent/President

References: Education Code Sections 70902(d), 72400, ~~81655, and 81656~~;
ACCJC Accreditation Standards ~~IV.B.1.j and IV.B.2~~ **IV.B.5, IV.C.12 and IV.D.1**

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be available to all Board members.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

~~The Board delegates to the Superintendent/President the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual.~~

~~No contract shall constitute an enforceable obligation against the district until it has been approved or ratified by the Board.~~

The above lined out text is included in Allen Hancock's BP

~~The Superintendent/President shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.~~

Reviewed May 13, 2014

Reapproved July 9, 2019

Subject 5.02 AP 2430 - Delegation of Authority to Superintendent/President

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 5. Discussion Agenda

Type Action

Recommended Action Recommend the Board Policy Committee approve the revisions to AP 2430 - Delegation of Authority to Superintendent/President, as presented.

Lassen Community College District Procedure

CCLC No. 2430

Board of Trustees

AP 2430 DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

References:

Education Code Section 70902;

ACCJC Accreditation Standard IV.B.1.j and IV.B.2 IV.B.5, IV.C.12, and IV.D.1

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

~~Since the Superintendent/President is the chief executive officer of the District, all communications and recommendations from the staff of the District shall be conveyed through that personage to the District Governing Board. (The Superintendent/President shall make available to the Governing Board all data requested by said Board in a timely manner.)~~

~~This policy does not preclude discussion by Board members with staff on matters of college business.~~

The Superintendent/President shall be responsible for reasonable interpretation of Board Policy. In situations where there is no Board Policy direction, the Superintendent/ President shall have the power to act, but such

decisions shall be subject to review by the Board of Trustees. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board Policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

Reviewed May 13, 2014

Reapproved July 9, 2019

6. Comments from Audience

Subject **6.01 Comments from Audience**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 6. Comments from Audience

Type Procedural

Board Chair will call for any comments from the audience at this time.

7. Other

Subject **7.01 Other**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 7. Other

Type Procedural

Board Chair will call for "Other" items.

8. Adjournment

Subject **8.01 Adjournment of Meeting**

Meeting Feb 9, 2021 - Policy Committee Meeting - 5:00 p.m.

Category 8. Adjournment

Type Action

Recommended Action Recommend Adjournment of Board Policy Sub-Committee Meeting



**Tuesday, February 9, 2021
Policy Committee Meeting - 5:00 p.m.**

*****Revised Procedures for Public Meetings**

In response to the Coronavirus crisis, the Governor has issued Executive Order N-25-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.12.20-EO-N-25-20-COVID-19.pdf>), Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), and Executive Order N-35-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.21.20-EO-N-35-20-text.pdf>) modifying the Brown Act in order to facilitate essential public meetings being held through remote methods, such as telephonically or electronically.

Trustees will attend in person and via conference phone. Essential staff will attend in person and the public will attend via conference phone.

The meeting will be conducted as follows:

Topic: Board Policy (5 pm) and Regular Meetings (5:30 pm)

Time: Feb 9, 2021 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)

Password: 509501

Or iPhone one-tap (US Toll): +16699006833,99592225585# or +13462487799,99592225585#

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+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 995 9222 5585

Password: 509501

International numbers available: [https://cccconfer.zoom.us/j/99592225585?](https://cccconfer.zoom.us/j/99592225585?pwd=amZqN1RwbFNCK0c1SjMyN2oxS3pCUT09)

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Public comment must be submitted in advance, no later than one hour before the start of the meeting (by 4:00 p.m. for the Policy Committee Meeting) via email to:

jjohnston@lassencollege.edu.

Such comments will be read by District staff during the meeting. Please read further below for the procedure to submit a public comment remotely, for the Meetings via Zoom.

PROCEDURES:

Public comment is limited to 3 minutes per speaker (calculated at approximately 300 words). Please submit an individual comment for each item you are wishing to speak on. Comments will be read aloud by the Board of Trustees Liaison for the record.

-

Please submit the following information:

- 1. Name**
- 2. Agenda Item Number**

3. Comment

Thank you -

1. Meeting Opening

1.01 Call to Order and Roll Call

2. Agenda Approval

2.01 Agenda Approval

3. Approval of Minutes

3.01 Approval of Minutes of January 12, 2021

4. Call for Requests from the Audience

4.01 Call for Requests from the Audience to Speak to any Item on the Agenda

5. Discussion Agenda

5.01 BP 2430 - Delegation of Authority to Superintendent/President

5.02 AP 2430 - Delegation of Authority to Superintendent/President

6. Comments from Audience

6.01 Comments from Audience

7. Other

7.01 Other

8. Adjournment

8.01 Adjournment of Meeting

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, March 9, 2021)

Generated by Julie Johnston on Thursday, March 11, 2021

Members present

Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Meeting called to order at 5:30 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 1.03 Agenda Approval

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

2. Public CommentsInformation, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent AgendaInformation: 3.01 Public Comments on Consent Agenda ItemsAction (Consent), Minutes: 3.02 Approval of Minutes of February 9, 2021 Regular MeetingAction (Consent): 3.03 Approval of Personnel Consent AgendaAction (Consent): 3.04 Approval of Warrants and Financial ReportsAction (Consent): 3.05 Quarterly Financial Status Report CCFS-311QAction (Consent): 3.06 Approve Consent Agenda

Trustee Jonas requested that Item b from 3.03 be moved to closed session for discussion.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda**5. Information-Reports**Information, Report: 5.01 Academic Senate President's Report

Adam Runyan, Academic Senate President, submitted the following report which was read by Julie Johnston:

Good Evening, We would like to congratulate our faculty that are receiving Tenure this evening. Item 8.02 on tonight's agenda highlights some of their accomplishments as faculty at LCC. We are truly lucky to have such committed faculty that have a vision to grow their programs and serve our students. Our Senate has been busy working on catching up with our IPR's. You will see the Child Development IPR is on your agenda this evening. We should have 6 for you to review by next month. We are still working closely with our Accreditation Tri Chairs and consultant making sure that we are checking off the boxes of the recommendations and requirements ACCJC has for us. The ASCCC has asked us to complete a Diversity Equity and Inclusion (DEI) survey, due by the end of this month, specifically looking at how we are embedding DEI efforts across our campus with students, staff, faculty, administration, and our board. Overall, we are "in progress" for many of their questions and initiatives, but have a long way to go to make sure we are looking at everything we do through a lens of Diversity, Equity, Inclusion, and

anti-racism, from our hiring practices, to our curriculum development, we are making headway. Thank you for your commitment as a board to our DEI efforts. As always, if you have any questions or concerns, please reach out to me. Thank you, Adam Runyan.

Information, Report: 5.02 Associated Student's Report

None

Information, Report: 5.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, Interim Superintendent/President stated he wanted to join Adam to congratulate those receiving tenure tonight. Dr. Albertson went on to say that for those receiving tenure, and those that received it a year ago we will have a party bigger than before. This was put under due to CoVid hitting. Congratulations to all receiving tenure and well done. It's March, and that means spring is approaching rapidly. With spring comes the opening of blossoms and buds on the trees and flowers. Such is meaningful symbolism for where the campus is headed in the coming months, as well. As we move into a period of reopening and, honestly, renewal, there is a great deal to consider. When this all started, I remember saying it would be more difficult to reopen that it was to move off-campus. Well, that difficult task is upon us. In an effort to ease that transition, the leaders of various campus constituencies and I will be meeting soon to discuss what is important to them as this process is undertaken. Following that, there will be planning exercises within the administration to ensure the campus team will be able to safely reopen upon their return. More or less, we will be working out the kinks before everyone shows up. But there, too, there will be a degree of thought applied to the process by which everyone is reintroduced to campus. Rather than bringing everyone back in a mass-wave of folks, the return will be layered, coming back in small groups. Finally, once everyone is back, the process of monitoring the situation for safety will go on. Frankly, it will be a continual process. Covid is not going away, and neither should our vigilance. Turning to the budget, we continue to occupy a strong cash position. In fact, even with the deferrals we are expecting from the State, we are likely to have enough cash on-hand to cover our expenses and payroll without having to draw on a tax-free TRAN. To be safe, however, we do intend to employ a taxable TRAN to ensure the steady availability of funds—should unforeseen needs arise. That's all for tonight. But, as always, keep up the great work and continue to serve our students and community. -Trevor

President Wages asked for an update on the Presidential search. Vickie Ramsey, Director of Human Resources advised she had planned to update the Board in closed session tonight, but her comments are not confidential. Ms. Ramsey advised the first committee meeting has been set for next Monday, March 15th from 2-3:30 p.m. at which time they will discuss paper screening and go through training and questions the committee may have as well as formulate questions for the interview.

Information, Report: 5.04 Board Comments

Trustee Sandra Jonas gave her congratulations to those receiving tenure tonight and congratulations to our two retirees, Jeff and Carol.

Trustee David Trussell stated he wished to say the same as Sandy said. Trustee Trussell stated he wished we could give those parties tonight for the tenured faculty. Congratulations with the two retirees, enjoy.

Trustee Buck Parks gave his congratulations to the retirees and tenured faculty. Trustee Parks gave a thank you to Alan for his time on the Board and that he thinks he wanted to stay on the Board, but there are things we are bound by. Trustee Parks stated they have done provisional appointments in the past, and it is a process we will have to do. Best wishes to Alan.

Trustee Kim Dieter gave her congratulations to everyone.

Trustee Louis Hamilton stated ditto. He would like to say what Buck said about Alan. Appreciates Alan being on the Board, and it was too bad he was not qualified to stay.

President Sophia Wages stated she wants to congratulate the tenure employees and Carol and Jeff and thank Alan for his service. President Wages added that they may not all agree, but she appreciates everyone's opinions. Thank you all again.

6. Administration First Reading Board Policy (No Action Required)

Discussion, Information: 6.01 BP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported this open airing is designed to bring this policy into greater requirements for accreditation. Dr. Albertson noted the Tri Chairs are doing a wonderful job. This item is a technicality. It removes a technical barrier.

Discussion, Information: 6.02 AP 2430 - Delegation of Authority to Superintendent/President (First Reading-No Action Required)

Dr. Albertson reported that again this is more of a technical matter for the President to have the authority in line with accreditation standards.

7. Administration - Second Reading and Approval Board Policy

Action, Discussion, Information: 7.01 BP 2310 - Regular Meetings of the Board (Second Reading and Approval)

Dr. Trevor Albertson advised this BP codifies the need to hold a second meeting if needed and allows the Board flexibility in scheduling the December meeting to meet the requirements of AB2449.

Motion by Buck Parks, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

8. Administration

Action, Discussion, Information: 8.01 CCCT Board Elections Nominations - 2021

President Wages called for a board member to volunteer to research the candidates for the CCCT Board noting that Trustee Hamilton had performed this research for the Board last year. Trustee Hamilton agreed to research the nominees and bring forward his recommendations to the Board at the April 13, 2021 Regular meeting. President Wages thanked Trustee Hamilton.

Action: 8.02 Faculty Evaluations

Dr. Albertson said that the faculty evaluations were completed and well done adding that the new deans are doing great with this as well as the faculty.

Motion by Sandra Jonas, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 8.03 Faculty Tenure Commendations

Dr. Albertson advised this is giving commendations to the Board as to who received tenure. These faculty have been serving the college for at least the last 5 years and these faculty have made a difference for our students. President Wages congratulated the faculty receiving tenure on their commitment.

Action: 8.04 Setting of Non-Resident Tuition Fee for FY 2021-2022

Dr. Albertson reported that in setting the non-resident tuition fee for 2021-2022, it is actually a decrease of \$10 per unit which is what everyone else has done to remain competitive. This is ready to go and will keep us competitive for any students looking to attend any community college. It is recommended the Non-Resident Tuition Fee be set at \$270 per unit for the 2021-2022 fiscal year.

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 8.05 Instructional Program Review (IPR) 2020-2021 - Child Development

Dr. Albertson reported that the Instructional Program Review (IPR) for 2020-2021 for Child Development was completed by Laura Greer, our Early Childhood Education instructor. She has done a phenomenal job and should be commended for what she has produced. It is noted the Board conveys their thanks for her hard work.

Motion by Sandra Jonas, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Discussion, Information: 8.06 Review of Surplus Disposal Plan

Dr. Albertson reported that this was a hot item. They have figured out where the problems were. Dr. Albertson stated he wanted to commend Greg and his staff for making it happen. They got the desks out of the weather and other items moved. This plan is for starting to dispose of things. Some of it needs to be disposed of as it has not sold at the previous sale. Other items need to be assessed in the system which are high value items, so we can turn them back into items the community can use and dollars for our students. Trustee Hamilton stated he wanted to thank them for cleaning up the backyard. He went by tonight and that is the way it should be kept. Yes, there are items that are surplus, but we need to have those items put up to store them. One area is the CoGen and hopefully we can get them out and sold.

Trustee Hamilton stated he does not agree with all of the plan. For the items we have that are surplus, we have state code that we have to follow and state code is what he would like reassurance we are following. Trustee Hamilton advised he wants to see us get the most money that we can. Trustee Hamilton reported he was on the Board in 2012 for the last sale and there are items that are on the list, that he has now found are still here. We need to get rid of them.

Information: 8.07 COVID Update

Dr. Albertson advised that it is less of a concern about what we need to do to keep people off campus, but to get people back up here. Today Julie and he were having a very spirited conversation about how we were going to do this with signage. Dr. Albertson stated he cannot stand out there with a clip board making sure people have been vaccinated. People are not just

returning after CoVid, but in some cases it is their first time to campus. Dr. Albertson advised a meeting has been scheduled with various campus principles to start this discussion on returning to campus.

Information: 8.08 District Budget Update

Dr. Albertson advised that the Status and Analysis says it all. Dr. Albertson stated that about pulling the TRAN, we have no short fall to prove to the State, and we think we are going to have the money we think we may need if something bad were to occur. The TRAN is something about having it if we need it as a safety net. Dr. Albertson advised that it is peace of mind for the Board and him and is worth it.

Information: 8.09 Accreditation Update

Dr. Albertson reported that accreditation is moving forward, and he spoke with Toni Sommer, our accreditation representative. To the Tri Chairs, thank you and thank you to all of the faculty and staff putting in hours on this. It is not something that happens overnight. It requires brain work to get done and after hours, but they are making that time. Thank everyone working hard to do this.

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Wages referred those present to the Events tab on the website and that hopefully soon we will have events back on campus.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

March 18, 2021	Special Meeting	Board Room	5:30 p.m.
April 13, 2021	Regular Meeting	Board Room	5:30 p.m.
April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 11, 2021	Regular Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into CLOSED SESSION at 6:08 p.m.

13. Closed Session

Action, Discussion, Information: 13.01 Conference with Labor Negotiators (Three Matters)

1. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 13.02 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Trussell, seconded by Trustee Parks and carried unanimously to go into OPEN SESSION at 7:13 p.m.

15. Adjournment

Action: 15.01 Adjournment of Meeting

The meeting adjourned at 7:14 p.m.

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, April 13, 2021)

Generated by Julie Johnston on Wednesday, April 14, 2021

Members present

Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell

Members absent

Trustee Area 1 Seat - vacant

Student Trustee - vacant

Meeting called to order at 5:32 PM**1. Meeting Opening**Procedural: 1.01 Call to Order and Roll CallProcedural: 1.02 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee David Trussell.

Action, Procedural: 1.03 Agenda Approval

Motion by David Trussell, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

2. Public CommentsInformation, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent AgendaInformation: 3.01 Public Comments on Consent Agenda ItemsAction (Consent), Minutes: 3.02 Approval of Minutes of March 9, 2021 Special MeetingAction (Consent), Minutes: 3.03 Approval of Minutes of March 9, 2021 Regular MeetingAction (Consent), Minutes: 3.04 Approval of Minutes of March 18, 2021 Special MeetingAction (Consent): 3.05 Approval of Personnel Consent AgendaAction (Consent): 3.06 Approval of Warrants and Financial ReportsAction (Consent): 3.07 Minimum Qualification/EquivalencyAction (Consent): 3.08 Approve Consent Agenda

Motion by Louis Hamilton, second by David Trussell

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda

None

5. Information-Reports

Information, Report: 5.01 Academic Senate President's Report

Mr. Adam Runyan, Academic Senate President, submitted the following report which was read by Julie Johnston:

Good Evening, Our Faculty Accreditation Tri Chairs have been busy working closely with our Accreditation consultant and the rest of campus to submit our Accreditation Response Report to the ACCJC. We will have our first read of the report this Wednesday in Senate. Senate will give feedback and then push it along to Consultation Council. The Tri Chairs should be commended for their hard work. We have two more IPR's for you to view this evening, Nursing/Allied Health/EMT and Fire Technology. The Faculty should be commended, especially new faculty learning our intense program review process. I will be attending the ASCCC statewide spring Plenary next week where I will learn about initiatives coming down from the State and vote on resolutions that will have an effect on our campus. I will make sure to bring back any pertinent information and present to our faculty and the board. Thank you for your service to our campus. Adam Runyan, Academic Counselor/Academic Senate President

Information, Report: 5.02 Associated Student's Report

None

Information, Report: 5.03 Interim Superintendent/President's Report

Dr. Trevor Albertson, gave the following report:

Good evening Trustees, colleagues, students, and members of the community. Today has been a tough day, among many in the last year and half. But this one hits close to home. With the announced and pending closure of CCC (California Correctional Center), this college, and the community as a whole, needs to prepare to find a new way ahead—to define a new method of success in the wake of CCC's closure. Within the Mandarin Chinese character for crisis there are two brush strokes: one for danger and one for opportunity. I feel this situation presents the same circumstances. We have both opportunity and danger staring us in the face. The first step in responding to this crisis is to make the dedicated decision to be successful and overcome the challenge. The second step is to organize. And that is what I am calling for tonight. We must, as a region, decide we are going to succeed in the face of this decision and to organize as one to take advantage of the opportunity before us. In the few short hours since this announcement I have conducted some research and inquiry into possibilities. One option is to establish a Fire-Training facility in the soon to be former CDCR facility. Another is to build an Agriculture Training Academy at CCC. Yet another reuse would be to conduct homeless reintegration. There are myriad possibilities in front of us. Whatever happens, however, we have to decide to be successful and must work with our regional and community partners. So, tonight, I am calling all on those leaders, followers, and people in between to get behind this effort. To quote the late Senator Paul Wellstone, "Because when we all do well—we all do well." Thank you.

President Wages inquired if Dr. Albertson has had any contact with the County CEO or Supervisors? Dr. Albertson advised he has calls in but has not heard back from him. Dr. Albertson further advised that David and Randy have run numbers on terms due to the closure and the numbers are looking at approximately 150-200 depending on the year. Trustee Trussell inquired if we had heard if we would lose the fire camp and was advised by Dr. Albertson that it appears it will remain under the Sierra Conservation at Jamestown. Dr. Albertson stated that the college has to put some effort in this, but if we can get out in front, that would be a positive.

Trustee Louis Hamilton stated that he has to commend Dr. Albertson on getting out there in front of this today. Dr. Albertson advised there are approximately five different grants out there. When people have closed military bases, and it has done appropriately, McClelland down in Sacramento, it was dovetailed and reuse was accomplished.

Trustee Buck Parks advised he would like to see this topic, maybe as a discussion topic, and it could be discussed at the meeting. Trustee Hamilton advised we have a retreat on April 27th. Dr. Albertson further

advised the "Choose Lassen" grant is out and 26 applications have come in already today. Additionally, you may have seen signs, big billboard signs around campus. We will have 1,000 people on campus tomorrow, and they will have to stare at those billboards. Plus they will get a flier that showcases the "Choose Lassen" grant and the Welcome Center. Staff came together and did a great job. Also, there are new billboard signs on the CoGen. Dr. Albertson stated we have tons of advertising opportunity for \$2,000.

Information, Report: 5.04 Board Comments

Trustee Sandra Jonas advised that she attended the Women's History month virtual presentation on campus and was very impressed, adding that it was done very well. Trustee Jonas stated she tried to attend Consultation Council and is appreciative of staff working on accreditation and all the hard work behind the scenes. Trustee Jonas stated she notices and appreciates the work.

Trustee David Trussell stated that the accreditation Tri Chairs are doing some amazing stuff. Good job!

Trustee Kim Dieter gave a thank you for all the cooperation with the Covid 19 shots. She has heard many good comments and how well organized it was.

Trustee Louis Hamilton advised he has to say something about fire science and people like his grandson that have been hired. His grandson is up north and the people he is with are very jazzed about it. Very excited about any of our students that go through and then have a job. Trustee Hamilton stated it is sad when students go through anything and then get out and have no jobs and have to flip burgers. Trustee Hamilton thanked Trevor for being on top of this. Trustee Hamilton reported that the Foundation "Choose Lassen" grant is out. He has brochures, and they need to get out everywhere.

President Sophia Wages stated she cannot wait until Women's History month is back in person. In the past they have had Grade K-8 attend in person, and it is always nice to see the kids get involved. President Wages also wanted to say that the campus is looking fabulous. The grass is looking good and it looks the best she has seen it in a long time. Thank you to all the staff. President Wages quoted a principal she knew at one time that said, "if the classroom is not clean, the teachers are not happy." President Wages advised she appreciates all their hard work.

6. Administration - Second Reading Board Policy

Action, Discussion, Information: 6.01 BP 2430 - Delegation of Authority to Superintendent/President (Second Reading and Approval)

Dr. Albertson advised that this is the second reading and approval for the revisions for BP 2430 Delegation of Authority to Superintendent/President.

Motion by Buck Parks, second by Sandra Jonas

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action, Discussion, Information: 6.02 AP 2430 - Delegation of Authority to Superintendent/President (Second Reading and Approval)

Dr. Albertson advised that this is the second reading and approval for the revisions for the operating procedure, AP 2430 Delegation of Authority to Superintendent/President.

Motion by Louis Hamilton, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

7. Administration

Action, Discussion, Information: 7.01 CCCT Board Elections Nominations - 2021

President Wages advised that Trustee Hamilton would give us his recommendations for the CCCT Board. Trustee Hamilton stated that we have actually nominated one person in the past, Shaun Giese, and that was

the only selection that year. Then we have gone with the North State and added anyone else we felt strong about to the list as a 7th candidate. Trustee Hamilton reported that he has six (6) people North State, Livermore, some from Shasta and Yosemite. One other school Trustee Hamilton recommends we support is Copper Mountain. They are very small, just a little bigger than we are. Trustee Hamilton stated he has to make a comment about this being the first time in all the years where he has received an email that we as a group are being told to have seven people as an entity have an administrator recommend you. They had seven names of people recommended by this individual. Trustee Hamilton stated that it is getting very political but feels we need to stand on our own. President Wages asked if there were any outstanding characteristics in some of these candidates? Trustee Hamilton advised that some have doctorates and are well versed, however, he feels supporting the North is the way to go and he hopes we will get some representation but there is no guaranty we will get some.

Trustee Hamilton advised his six picks are as follows, and he would list by their numbers going down the ballot:

- 3 - Marguerite Bulkin, Yosemite CCD
- 4 - Edralin Maduli, Chabot - Las Positas CCD
- 7 - Kendall Pierson, Shasta-Tehama-Trinity Joint CCD
- 10 - Cindi Reiss, Peralta CCD
- 14 - Margaret Fishman, Sonoma County Junior College District
- 15 - Mary Lombardo, Copper Mountain CCD

Motion by Buck Parks to accept the six (6) recommendations, second by Kim Dieter

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Information: 7.02 Faculty Tenure Commendations

Dr. Albertson advised that this will take a few minutes as we have a number of folks that received tenure. Dr. Albertson stated he would like to take the time to read their commendations.

Faculty Tenure - 2019-2020

Name: Roxanna Haynes

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Prior to my Interim appointment as Dean of Instruction for CTE/Adult Education/Incarcerated education, I was a Division Chair and Academic Senate President. I enjoyed representing my faculty colleagues and participating in the growth and governance of our campus. I continue to mentor local business owners as a contribution to the community and it's also my way of giving back to a business community that has been supportive of my family's small business.

Future goal for your program: I am honored to continue working with my colleagues in the area of CTE and Incarcerated Education while working to grow our Adult Education program offerings, including our new noncredit certificate. Workforce Development and CTE continues to be an important piece of the economic recovery for many students seeking a role in the workplace and I look forward to leading and supporting our faculty as they respond to these demands.

Name: James Kleckner

Discipline: Fine Art/Graphic Design

Contributions to the profession (committee involvement, accolades, etc.): My professional contributions include: facilities and technology committee involvement, art program and curriculum updates and revisions, recurring annual curatorial exhibitions for student and faculty art shows at Lassen Arts Council, community outreach at Lassen County schools and Lassen County Fair, personal artwork comprises various juried exhibitions, including to exhibit at the Los Angeles Center for Digital Art titled Ten Artists to Watch. Future artwork involves publishing a graphic novel, book of illustrations, and creating a new body of work in the form of large-scale charcoal drawings exploring movement, figures, and various animals.

Future goal for your program: Future goals for the Arts Program at LCC include: finding a permanent gallery space to exhibit student, faculty, regional, and national art exhibitions on campus, develop a recurring visiting artist program (where artists exhibit and provide public talks and demonstrations for the county and

community of LCC), provide more community-based art programs, and expand arts program via correspondence and online learning.

Name: Christi Myers

Discipline: Nursing and Allied Health

Contributions to the profession (committee involvement, accolades, etc.): Re-establishment of LVN program (along with Celeste) & EMT, CMA, Phlebotomy. Development of CNA program. Committee involvement, currently safety committee, leading from the middle.

Future goal for your program: Develop an RN program

Name: Andy Rupley

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate Representative, Full-Time Negotiator for LCFA, Division Chair of Business/Science, Curriculum Committee, and Educational Master Plan Committee. In 2020, earned Ph.D. in Organizational Leadership and passed the California Real Estate Exam to become a licensed Real Estate Agent.

Future goal for your program: Want to help build the non-credit offers for Lassen College through transitioning certain business course offerings as well as possibly creating a non-credit real estate program. In addition, creating a new accounting certificate and re-writing the office technology certificate to more align with the industry as well as more approachable from a student perspective.

Faculty Tenure - 2020-2021

Name: Hasib Azhand

Discipline: Business

Contributions to the profession (committee involvement, accolades, etc.): Helped the business department in implementing its new Small Business Certificate Program. Was Flex Chair for academic years of 2018-2019 and 2019-2020. Assisted in bring personal development training on campus. Influential in teaching incarcerated students face to face business courses to help lower recidivism rates. Helped complete the Entrepreneurship Certificate Program for our incarcerated students.

Future goal for your program: Create an amazing adult education program for small business owners.

Name: Laura Greer

Discipline: Child Development

Contributions to the profession: Site Supervisor Permit from the Commission on Teacher Credentialing. Involved in the Lassen Planning Council. Certified in the HighScope Curriculum (a curriculum for the 0-5 year age group).

Future Goal for Program: I hope to grow this program and increase enrollment.

Name: Shar Murphy

Discipline: Librarian

Contributions to the profession: Secured a full-time library technician, Christina Madrid, who is a fabulous addition to the College Library; secured and expanded loanable hotspots, Chromebooks, & textbooks; implemented a state-wide library system; arranged award-winning author visits to campus, area schools & public; Flex presentations; serve as secretary to Institutional Technology Planning Committee; received two commendations on College's Accreditation Report.

Future goals for your program: Continue to expand the Library's resources & services via Canvas and in-person; expand the Library's hours & days; secure a security system; further literacy work with the community.

On a personal note, I want to thank the College for my opportunities to work and live here. LCC, Susanville, and Lassen County have immensely blessed my life. The support offered is immeasurable. In gratitude, Shar

Name: Celeste Wiser

Discipline: LVN Nursing Instructor

Contributions to the profession (committee involvement, accolades, etc.): Academic Senate (first year), Student Service Master Planning Committee.

Past committees: Scholarship, Discipline Committee. Future goal for your program: From a conversation about re-starting the nursing program with a stranger over a cup of coffee to graduating our fifth class this May I am

confident that the sky is the limit for our nursing program. That said stranger- Christi Myers, now director of the program(s) and I have been living by our philosophy- "It will all make sense one day." With the help of the school, support from administration, colleagues, and community we have been able to graduate over 60 students since December 2017.

Future goals are to keep giving the best education we can provide to the nursing students and continue having a successful NCLEX pass rates. Our Simulation Lab have been instrumental in the students learning also. We plan to keep improving our Simulation to encourage stronger critical thinking. A LVN-RN Bridge program is a future goal that we are working hard to provide for our community. Being a RN in the community, I see the need of nurses- LVN and RN. I am happy to be part of the team who is helping bridge the gap and provide our community with the most evidence based practice education and skilled nurses. I feel excited when a past nursing student is providing my family and me medical care. I know they are in good hands and that's how I know we are doing it right!

Dr. Albertson finished by advising that once we are able, we will have a party for all of our new tenured faculty.

Action: 7.03 Instructional Program Review (IPR) - Nursing/Allied Health/EMT

Dr. Albertson advised that this is one of the most phenomenal IPR's he has ever seen. It has been very well done and have done a phenomenal job in telling their story.

Motion by David Trussell, second by Louis Hamilton

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.04 Instructional Program Review (IPR) – Fire Technology

Dr. Albertson stated it is great not only to have the IPR here and done, but they did such a nice job writing it. They have students graduating and getting jobs. Dr. Albertson added that Anna Pasqua was very helpful in getting this IPR done, and he would like to recognize her work.

Motion by Louis Hamilton, second by Buck Parks

Final Resolution: Motion carries.

Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages

Noes: None

Absent: None

Action: 7.05 Approval of Provisional Appointment for Board of Trustees - Area 1

Dr. Trevor Albertson, Interim Superintendent/President advised he would like to offer some remarks before we launch into this. Dr. Albertson advised that following up from the April 8th Special Meeting, he was questioned by Trustee Jonas that in case of a tie, what do we do? Dr. Albertson advised he discussed this with legal counsel, and pursuant to Title 5 in case of a tie, we go to an election. What happens if tonight the board provisionally selects someone, tomorrow April 14, the notice for the provisional appointment would be made and would end on 5/13. On May 11 we would swear this provisional trustee in. This would give this trustee time to learn the rules and get some board training. The Community College of California may offer board training on 5/4 and 5/5. Dr. Albertson continued and stated that the Board has before it tonight to appoint someone or send to a special election. The rest of the process is administrative.

President Wages asked if they could check to see if either of the two candidates are online? David Corley, Director of Technology and Research advised that he is able to see that Becky Hubbard is on and a phone number believed to be Cort Cortez. President Wages inquired if they could hear her? President Wages stated that before we make a final decision by vote, I would like to take this opportunity to thank each of you for coming forward to represent the Students that are attending our College now and in the future as a potential Trustee. Your commitment to serve on this Board is recognized and we appreciate your willingness to represent your Trustee Area and your community. As you will know Trustees will disagree from time to time, and when the final vote is taken, the majority rules and the Trustees are committed to upholding that decision, should you personally disagree. This is stressed in our Board Policy and by the Community College League. As Trustees, we are here to support the Students first, implement policy and procedure and ensure the financial stability of this institution and to support the President/Superintendent with their goals and recommendations to grow our institution while partnering with state and federal agencies, including the CC League, Accrediting Commission, Chancellor's Office, and local businesses within our service area, along with

our citizens of Lassen County. I know you both take this position very seriously, and we appreciate you coming forward.

President Wages asked the Trustees if anybody on the Board has one final question to ask of each candidate? This would be the time and then discuss as well. None of the Trustees had an additional question for the candidates. President Wages stated that she has a question for Mr. Hubbard and asked Mr. Corley to unmute the line. Mr. Hubbard's wife came on and advised that he is in a school board meeting tonight. President Wages stated that her question would have been to him if he would have any problem with him attending the meetings and a conflict with him attending the high school board meeting and our board meeting at the same time. President Wages asked the Trustees if they wished to have discussion or would prefer to go ahead and have a vote? Trustee Jonas advised she was ready for a vote.

Dr. Albertson advised that someone would need to call for a motion and a second and then a roll call vote would be completed. The vote was recorded three different ways:

Each Trustee called out the name of the applicant for their vote:

Trustee Sandra Jonas: Cort Cortez
Trustee David Trussell: BJ Hubbard
Trustee Buck Parks: BJ Hubbard
Trustee Kim Dieter: Cort Cortez
Trustee Louis Hamilton: BJ Hubbard
Trustee Sophia Wages: Cort Cortez

Motion by Kim Dieter for Applicant Cort Cortez, second by Sandra Jonas

Final Resolution: Motion fails.

Ayes: Kim Dieter, Sandra Jonas, Sophia Wages

Noes: Louis Hamilton, Buck Parks, David Trussell

Absent: None

Motion by David Trussell for Applicant BJ Hubbard, second by Buck Parks

Final Resolution: Motion fails.

Ayes: Louis Hamilton, Buck Parks, David Trussell

Noes: Kim Dieter, Sandra Jonas, Sophia Wages

Absent: None

Dr. Albertson advised that since the motions have failed by half they are required to proceed to a special election.

Information: 7.06 COVID Update

Dr. Albertson reported that we are getting ready to move into Phase 2 and start a slow reopening process. This will change who can and cannot be on campus. Masks will remain on campus as well as thermometers that you walk up to that takes your temperature and immediately tells you if it is normal or not. Dr. Albertson stated that we will continue to record who will be coming into buildings. It is still the goal of this institution to reopen by fall and have students in the dorm. President Wages stated she has heard we are in the red zone and our numbers are so low, the mask thing is not as much an issue, but still wearing them to protect those that may be susceptible. Dr. Albertson advised that our rate is so low, two people could throw off the rate in the county. Dr. Albertson stated he does not want this institution to throw off the numbers. The more people we have socially distance, and wear masks, the better. Trustee Hamilton inquired about sports and how is it working with testing and are they being tested before games? Dr. Albertson advised that they had results that were held up before the game in Shasta so they pushed back the game. Dr. Albertson reported it was with Virus Geeks, the testing company, and not our problem. Trustee Parks asked if we are keeping track of the numbers of testing procedures and what it is costing the institution? We have baseball up and running at this time. Trustee Parks asked what else is required for testing? Dr. Albertson advised that for rodeo through NIRA, rodeo students are not required to test. CCCAA requires testing for the other sports. We are testing those applicants for rodeo still, which makes sense because they are interacting with folks off campus who may or may not be following the same protocols. Our students have been doing a great job: rodeo, baseball, all have been doing a phenomenal job. Dr. Albertson advised that Coach has a tight ship. Trustee Parks asked about the numbers for testing and if it will start pulling budget dollars? Dr. Albertson reported that he can get the numbers and text or send them to you or provide them for the next meeting. Trustee Parks stated he was

just wondering if there are any budget shortfalls? Dr. Albertson advised that we received Cares Act funds to pay for this, so we do not have to pull from Fund 11. There is off set money available. In the end we will spend \$5,000-\$10,000 for this. Trustee Trussell inquired about the face-to-face classes, and if we will be following really stringent requirements for masking, temperature check, etc? Dr. Albertson reported that Randy Joslin, our VP for Administrative Services, has a 6' pole and every time we need to prepare a room, he walks around and measures. We are currently waiting to hear from the State whether they will be downsizing from 6' to 3'. Trustee Trussell stated he has a concern about the Fire Technology students getting into shelters for the fire classes. How do we sanitize in between? What are our plans to handle this? Dr. Albertson advised they are taking every measure to make sure those students are safe. We could require for those students to be tested. Trustee Trussell stated he would like to see the shelters disinfected in between uses.

Information: 7.07 District Budget Update

Dr. Albertson reported that the college just received \$963,000 total in relief funding including the original \$167,000 from the Cares Act, so nearly a million dollars split between Fund 11 and 12 availability. There are some creative ways to offset Fund 12, and general availability of Fund 11 dollars. This will be a huge win for this college with \$450,000 in general fund dollars. We still have to off set the expenditures for CoVid. We have to hire XYZ for CoVid, and we can offset from this for CoVid. Dr. Albertson advised he has yet to see the Federal government deny something.

Dr. Albertson further advised that we finished the TRAN with the highest in rating. Kudos to the staff.

Information: 7.08 Accreditation Update

Dr. Albertson advised that in Mr. Runyan's remarks, the Tri Chairs are doing honest work. Without the Tri Chairs and everybody that has contributed to this, we would not be an institution. In a conversation he recently had with Ms. Toni Sommers, our Consultant, she has been amazed at what they have done. Toni stated she feels we have a very good chance of not being continued on sanctions, but could be brought off in one fell swoop. We are not going to get into worse sanctions, but they could remove us and ask us to remove a few things in a follow-up report.

8. Information Items

Information, Procedural: 8.01 Calendar of Events

President Wages referred those present to the Events tab on the website.

9. Future Dates and Reports

Information: 9.01 Future Dates and Reports

April 27, 2021	Retreat Meeting	Board Room	12:00 p.m.
May 13, 2021	Regular Meeting	Board Room	5:30 p.m.
June 8, 2021	Regular Meeting	Board Room	5:30 p.m.

President Wages reminded the Trustees that if you have anything of particular interest for the Retreat meeting, to let her or Trevor know. President Wages advised that she does have some topics already submitted. Trustee Jonas inquired about Graduation and was advised by Dr. Albertson that Graduation is May 28th and will be in person for the graduates. The plan is to do it outside and we will have a back up plan for weather. Trustees will be present but they are still working out all the details. Dr. Albertson advised he thinks it would be good for the trustees to be on stage masked up. We can ask family members to log in and view online as we can only do a certain percentage of occupancy. Trustee Trussell asked if we can give students any kind of reception afterwards? Dr. Albertson advised that he believes Brady had a meeting yesterday. President Wages asked if graduates would be tested and if they were tested, could we have a reception? Dr. Albertson advised that the concern is getting everyone in that close proximity with mask off to eat something. There is a possibility we could set up tables and bring to the tables. Have cake pre-cut and in containers.

10. Public Comment on Closed Session Agenda Items

Procedural: 10.01 Public Comment on Closed Session Agenda Items

None

11. Adjourn to Closed SessionProcedural: 11.01 Adjourn to Closed Session

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

It was moved by Trustee Parks, seconded by Trustee Hamilton and carried unanimously to go into CLOSED SESSION at 6:40 p.m.

12. Closed SessionAction, Information: 12.01 Employee Discipline/Dismissal/Release (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

One Matter

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.02 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: LCFA

Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Dr. Trevor Albertson, Interim Superintendent/President

Employee Organization: All Unrepresented Employee(s)

Action Taken by the Board: No Reportable Action

Discussion, Information: 12.03 Conference with Legal Counsel - Anticipated Litigation (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (One Matter)

Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.04 Public Employee Appointment/Public Employment (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT

Superintendent/President

Action Taken by the Board: No Reportable Action

13. Reconvene Meeting in Open Session

Procedural: 13.01 Reconvene Meeting in Open Session

It was moved by Trustee Parks, seconded by Trustee Dieter and carried unanimously to go into OPEN SESSION at 7:40 p.m.

14. Adjournment

Action: 14.01 Adjournment of Meeting

The meeting adjourned at 7:41 p.m.



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CURRENT STUDENTS

Lassen College (/Pages/Home.aspx) » Current Students (/current-students/Pages/default.aspx) » Student Conduct & Rights

Student Conduct & Rights

Student Rights, Privileges, and Expectations

The Board of Trustees recognizes that as citizens of the Lassen Community College District, students are free, individually and collectively, to express their interest. Students of the College are afforded certain rights and privileges, in addition to the freedom to learn. However, these privileges carry with them an obligation to respect the rights and privileges of others, as well as an obligation to abide by rules and regulations set by the College, its various agencies, and its agents.

Academic Honesty

Student integrity is an expectation as well as an essential part of success at Lassen College. Students should strive to maintain high ethical standards in their scholarship, as members of the campus community, and in their personal lives. It is critical that students understand this responsibility and that they act with integrity in all their intellectual pursuits. The responsibility to act in an ethical manner is fundamental in the search for knowledge and failure to maintain high ethical standards may result in disciplinary.

Student Conduct and Rights

The Lassen Community College District believes that each student has an earnest purpose and that students will adhere to acceptable standards of personal conduct. In the development of responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, and admonition. In the exceptional circumstances, when these preferred means fail to produce student acceptance of responsibility commensurate with student freedom,

due process shall be observed to protect the student from the unfair and arbitrary imposition of serious penalties. The College has developed procedures for protecting student rights. The rights protected under these procedures include, but are not limited to, those guaranteed by the established rules and regulations of the Lassen Community College District, the Education Code of the State of California, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The Superintendent/President is authorized to suspend any student for good cause for an indefinite period of time as prescribed by code. Inquiries regarding student conduct, rights, and discipline procedures should be directed to the Vice President for Student Services. Phone: (530) 257-6181 x8970 Location: Main Campus – Creative Arts (CA), Room 209.

- View Board Policy 5500 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SCTCN76BC2E>) – Standards of Conduct
- View Administrative Procedure 5520 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8UEQT86AD12C>) – Student Discipline Procedures
- View Administrative Procedure 3410 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SRVY782FB54>) – Nondiscrimination
- View Administrative Procedure 5530 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8STTY7799BAE>) – Student Rights and Grievances
- View Title IX – Sexual Discrimination (</about/human-resources/Pages/Title-IX.aspx>)

Grounds for Disciplinary Action

The following categories of behavior constitute good and sufficient cause for disciplinary action. Inappropriate behavior includes, but is not limited to, the following categories:

Dishonesty This includes cheating, plagiarism, or knowingly furnishing false information to the College.

Cheating This is the willful and intentional fraud and deception for the purpose of improving a grade or obtaining course credit, and includes all behavior by a student which is intended to gain unearned academic advantage by fraudulent and/or deceptive means. If charges are brought and proved, the consequences are severe, ranging from failure in an individual course to long-term suspension from the College.

Forgery This includes altering or issuing College documents, records, or identification.

Obstruction/Disruption This includes obstruction or disruption of teaching, research, computing services, administration, disciplinary procedures, or other College activities, including its public service functions and other College-authorized activities.

Physical Abuse This includes the physical abuse of any person on College-owned or controlled property or at College-sponsored or supervised functions, or conduct which threatens or endangers the health of any such person.

Property Theft/Damage This includes printed or software materials of the College, a member of the College community, or a campus visitor.

Policy/Regulation Violations This includes violation of College policies or campus regulations, including regulations concerning the registration of student organizations, the use of College facilities, or the time, place, and manner of public expression.

Alcohol and/or Narcotics This includes the use, possession, sale, or distribution of narcotics or other restricted drugs and alcoholic beverages on campus or at College-sponsored activities.

Discrimination This includes discrimination due to race, color, creed, sexual orientation, age, physical or mental disability, veteran status, political affiliations, ancestry, religion, national origin, marital status, or any other protected characteristic.

Harassment This includes harassment of a student or employee and sexual harassment.

Student Disciplinary Action

As defined in Board Policy 5500 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SCTCN76BC2E>), the Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations. The purpose of Board Policy 5500 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SCTCN76BC2E>) is to define conduct that constitutes good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student. The purpose of Administrative Procedure 5520 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8UEQT86AD12C>) is to provide a prompt and equitable means to address violations of the Standards of Student Conduct. Board Policy 5500 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SCTCN76BC2E>) and Administrative Procedure 5520 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8UEQT86AD12C>) provide definitions of misconduct, definitions of disciplinary sanctions, and outlines the disciplinary hearing procedure. Disciplinary action involving students is primarily the responsibility of the Vice President for Student Services. Inquiries regarding student conduct, rights, and discipline procedures should be directed to the Vice President for Student Services. Phone: (530) 257-6181 x8970 Location: Main Campus – Creative Arts (CA), Room 209.

Student Conduct, Complaint and Grievance Procedures

Grievance or complaint action may be initiated by a student against another student, an instructor, or administrator, or any other District employee, and the College may initiate a grievance against a student. The following list indicates acts that are grounds for grievance: a) Violation of student rights; b) Act or threat of intimidation or harassment by a District employee or by a student; and c) Act or threat of physical aggression by a District employee or by a student.

- View Administrative Procedure 5530 (https://mylassen.lassencollege.edu/_layouts/15/Ellucian/SSO/ColleagueUI.aspx?showUI=true<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8STTY7799BAE>), Student Rights and Grievances, for complaints or grievances involving a violation of student rights.
- View Administrative Procedure 3410 (<http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=8SRVY782FB54>), Nondiscrimination, for complaints or grievances involving discrimination or harassment on the basis of any protected class.

Contact the Vice President for Student Services Office for assistance with grievances or complaints applicable to the grounds for grievance as listed above in (a), (b), or (c) that do not fall under Administrative Procedures 5530 or 3400. Phone: (530) 257-6181 x8970 Location: Main Campus – Creative Arts (CA), Room 209.

Student Complaints Regarding an Instructor

Students should attempt to work out a resolution with their instructors first. Student complaints regarding a faculty member should be referred to the Dean of Instruction in the Academic Services Office. If you are challenging your grade in a class, please see Grade Changes, Academic Grievances and Appeals in the catalog. If the complaint is regarding accommodations for a disability, please contact the Disabled Students Programs and Services Office, Phone: (530) 251-8867 Creative Arts (CA), Room 208.

Hazing Policy

Participation in any kind of hazing is a misdemeanor. Hazing is defined as "Any method of initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger of physical harm to any student or other person attending the College."

Substance Abuse Policy

In accordance with Public Law 101-226, "Drug Free Schools and Communities Act Amendment of 1989", the Board of Trustees of the Lassen Community College District prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees on Lassen College property and as part of any Lassen College sponsored or sanctioned activity. Any student or employee who is in violation of this policy is subject to disciplinary action up to, and including, expulsion from Lassen College or termination of employment for violations of the standards of conduct. The decision to take disciplinary action in any instance rests with the Superintendent/President of Butte College. The possession, use, and sale of alcoholic beverages by anyone on Lassen College-controlled property is a misdemeanor as per California Business Code 25608 (community college) and a violation of the Standards of Student Conduct. The use, sale or possession of any illegal drug is a violation of state law and any person found in violation may be subject to arrest by federal, state, local, or campus law enforcement authorities. Criminal prosecution is separate from any administrative discipline that may be imposed by the District.

Disciplinary Actions

Use, possession or distribution of narcotics or other restricted drugs and alcoholic beverages on campus is subject to disciplinary actions.

Legal Sanctions

Drug or alcohol abuse on campus or at college-sponsored functions could result in suspension, expulsion, or criminal prosecution. Students should be aware of these penalties. Possession or use of alcohol: one year in jail and/or fine. Possession or use of alcohol by minor: one year in jail and/or fine. Possession of marijuana -- less than 1 oz: a fine; -- more than 1 oz: county jail and/or fine. Possession of cocaine: imprisonment for one year.

Sale of any illegal drug: imprisonment in a state prison.

Students are required to report any convictions within five days of the occurrence. If students are a student employee, their employment may be terminated. Students will be ineligible for financial aid.

[About the Area \(/about/about-the-area/Pages/default.aspx\)](/about/about-the-area/Pages/default.aspx)

[Career & Transfer Center \(/student-services/counseling/career-and-transfer-center/Pages/default.aspx\)](/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

[Counseling Office \(/student-services/counseling/Pages/default.aspx\)](/student-services/counseling/Pages/default.aspx)

[Financial Aid \(/student-services/financial-aid/Pages/default.aspx\)](/student-services/financial-aid/Pages/default.aspx)

[Housing \(/campus-life/Pages/Residence-Hall.aspx\)](/campus-life/Pages/Residence-Hall.aspx)

[Student Services \(/student-services/Pages/default.aspx\)](/student-services/Pages/default.aspx)

[EOP&S \(/student-services/basecamp/eops/Pages/default.aspx\)](/student-services/basecamp/eops/Pages/default.aspx)

[DSPS \(/student-services/basecamp/dsps/Pages/default.aspx\)](/student-services/basecamp/dsps/Pages/default.aspx)

[CalWORKS \(/student-services/basecamp/CalWorks/Pages/default.aspx\)](/student-services/basecamp/CalWorks/Pages/default.aspx)

[CARE \(/student-services/basecamp/care/Pages/default.aspx\)](/student-services/basecamp/care/Pages/default.aspx)

[TRIO TRACS \(/student-services/basecamp/trio-tracs/Pages/default.aspx\)](/student-services/basecamp/trio-tracs/Pages/default.aspx)

Special Populations

[Veterans \(/student-services/admissions/veterans/Pages/default.aspx\)](/student-services/admissions/veterans/Pages/default.aspx)

[International Students \(/student-services/admissions/Pages/International-Students.aspx\)](/student-services/admissions/Pages/International-Students.aspx)

[High School Students \(/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx\)](/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

[Transfer Center \(/student-services/counseling/Pages/Transfer-Center.aspx\)](/student-services/counseling/Pages/Transfer-Center.aspx)

[Distance Learning \(/academics/distance-learning/Pages/default.aspx\)](/academics/distance-learning/Pages/default.aspx)

[ARC - Library\Learning Center \(http://lassencollege.libguides.com/archome\)](http://lassencollege.libguides.com/archome)

[Bookstore \(https://bookstore.lassencollege.edu/\)](https://bookstore.lassencollege.edu/)

[IT Help Desk \(mailto:help@lassencollege.edu\)](mailto:help@lassencollege.edu)

[College Catalogs \(/academics/Pages/College-Catalogs.aspx\)](/academics/Pages/College-Catalogs.aspx)

[Student Conduct & Rights \(/current-students/Pages/Student-Conduct-and-Rights.aspx\)](/current-students/Pages/Student-Conduct-and-Rights.aspx)

Can't find what you're looking for?

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 (<https://www.facebook.com/LassenCommunityCollege>)

 (https://twitter.com/Lassen_College)



(<https://www.youtube.com/channel/UCwcQlsqTY4HcdLYPNXljXTg>)



(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



Incident Reporting Form

Background Information

Enable additional features by logging in. https://cm.maxient.com/reportingform.php?LassenCC&layout_id=0&promptforauth=true

Your full name:

i Learn more

Your position/title:

Your phone number:

Your email address:

Your physical address:

Nature of this report (Required):

Urgency of this report (Required):

Date of incident (Required):

Time of incident:

Location of incident (Required):

Specific location:

Involved Parties

Please list the individuals involved (excluding yourself), including as many of the listed fields as you can provide. For non-students, please list an SSN or Drivers License number in the block labeled SID (Student ID #) if available.

Name or Organization

Select Role

ID Number

DOB (YYYY-MM-DD)

Phone number

Email address

Hall/Address

[Add another party](#)

Questions

Please provide a detailed description of the incident/concern using specific concise, objective language (Who, what, where, when, why, and how).

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 5GB maximum total size.

Attachments require time to upload, so please be patient after submitting this form.

Choose files to upload

Choose Files

Email me a copy of this report

Submit report



(/)

HUMAN RESOURCES

Lassen College (/Pages/Home.aspx) » About LCC (/about/Pages/default.aspx) » Human Resources (/about/human-resources/Pages/default.aspx) » Title IX

Title IX

What Is Title IX?

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex discrimination on the basis of sex in education programs, including athletic programs, or activities that receive federal funding.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Your Rights Under Title IX

Education Code Section 221.8

1. You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
4. You have the right to apply for athletic scholarships.
5. You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - Equipment and supplies.
 - Scheduling of games and practices.
 - Transportation and daily allowances.
 - Access to tutoring.
 - Locker rooms.

- Practice and competitive facilities.
 - Medical and training facilities and services.
 - Publicity
1. You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
 2. You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
 3. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
 4. You have the right to pursue civil remedies if you have been discriminated against.
 5. You have the right to be protected against retaliation if you file a discrimination complaint.

For more information on your rights under Title IX please visit the following websites:

California Department of Education Office for Civil Rights (<http://www.cde.ca.gov/re/di/eo/>)

United States Department of Education Office for Civil Rights
(<https://www2.ed.gov/about/offices/list/ocr/index.html>)

What is Sexual Misconduct?

Sexual Misconduct is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical contact of a sexual nature. Sexual Misconduct is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive.

Sexual Misconduct may include incidents between any members of the District community, including faculty, staff, students, student employees, volunteers, and non-student or non-employee participants in District programs. Sexual harassment may occur in hierarchical relationships, between peers or between individuals of the same sex.

Some examples of harassing behavior include, but are not limited to:

- Insults, name-calling, and offensive jokes;
- Intimidating words or actions;
- Unwelcome or inappropriate touching;
- Sexually suggestive remarks or gestures;
- Unsolicited pornographic materials;
- Obscene messages (via text or computer);
- Pressure for sexual activity or a date; and

- Sexual assault and rape.

Filing a Complaint / Reporting an Incident

The College has a strong interest in supporting victims and survivors of sexual harassment, sexual violence, stalking and intimate partner violence and encourages all individuals or third party witnesses to report any incident to the College.

Making a report means telling someone in authority what happened -- in person, by telephone, in writing or by email. At the time a report is made, a Complainant does not have to decide whether or not to request any particular course of action, nor does a Complainant need to know how to label what happened. Choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The College provides support that can assist each individual in making these important decisions, and to the extent legally possible will respect an individual's autonomy in deciding how to proceed. In this process, the College will balance the individual's interest with its obligation to provide a safe and non-discriminatory environment for all members of the College community.

Any individual who reports sexual harassment, sexual violence, stalking or intimate partner violence can be assured that all reports will be investigated and resolved in a fair and impartial manner. A Complainant, a Respondent and all individuals involved can expect to be treated with dignity and respect. In every report under this policy, the College will make an immediate assessment of any risk of harm to the Complainant or to the broader campus community and will take steps necessary to address those risks. These steps will include interim measures to provide for the safety of the individual and the campus community.

Complainants and third-party witnesses are encouraged to report sexual harassment, sexual violence and intimate partner violence as soon as possible in order to maximize the College's ability to respond promptly and effectively. The College does not, however, limit the time frame for reporting. If the Respondent is not a member of the Shasta community, the College will still seek to meet its Title IX obligation by taking steps to end the harassment, prevent its recurrence, and address its effects, but its ability to take disciplinary action against the Respondent may be limited.

An incident does not have to occur on campus to be reported to the College. Off-campus conduct that is likely to have a substantial effect on the Complainant's on-campus life and activities or poses a threat or danger to members of the Shasta community may also be addressed under this policy.

To file a Title IX complaint/report online, use this link: Title IX Reporting Form
(https://cm.maxient.com/reportingform.php?LassenCC&layout_id=0)

For more information on how a Title IX complaint/report is investigated and how to further pursue a complaint, please use the following resources:

United States Department of Education Office for Civil Rights

Contact Information: Phone: (415) 486-5555

Email: OCR@ed.gov

Website (<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>)

Lassen College Title IX Contacts

- **Title IX Coordinator** Vickie Ramsey 530-251-8811 vramsey@lassencollege.edu
(<mailto:vramsey@lassencollege.edu>)
- **HR Generalist** Melissa Hill (530) 251-8811 mhill@lassencollege.edu
(<mailto:mhill@lassencollege.edu>)
- **Dean of Student Services** Brady Reed (530) 257-6181 Ext. 8970 breed@lassencollege.edu
(<mailto:breed@lassencollege.edu>)
- **Director of Athletics** Glen Yonan (530) 251-8815 gyonan@lassencollege.edu
(<mailto:gyonan@lassencollege.edu>)

Tea Consent (Clean)



If you wish to view the video in full screen mode click here (<https://www.youtube.com/watch?v=fGoWLS4-kU&feature=youtu.be>)

"Yes Means Yes" California...



If you wish to view the video in full screen mode click here (<https://www.youtube.com/watch?v=IKeGrRRWD9g&feature=youtu.be>)

Yes Means Yes: Consent Law

Title IX: Sexual Harassment and Assault

Yes Means Yes Together we can make sure that when sex happens it is a positive experience for everyone involved. This positive experience is based upon consent, mutual agreement by both parties involved to every action that occurs along the way. Consent means both of you are ready and willing to share that moment and that both of you have control over what that moment will be like. In other words, both people have to say "Yes" and to continue to say "Yes" as the interactions continue—this is what healthy intimacy is all about!

How Do I Know If It's a Yes?

While someone might not always verbally say "Yes" to sex, there are some basic guidelines to follow to make sure both parties consent:

- Consent is informed. It's something you decide to do, not just let happen. It's okay to talk about what you're feeling and what you want to do—that's how you'll know that you both agree on moving forward.
- Consent is voluntary. It's never okay to force someone to have sex, including threatening, intimidating, or pressuring them.
- Consent can be taken back. Just because someone agrees to one form of sexual activity doesn't mean she or he is willing to do other forms of sexual activity. Positive sexual activities require both persons to check in with each other along the way and to make sure each new step is okay. It's also okay for someone to change his or her mind and not want to continue a certain form of sexual activity.
- Consent is aware. A person can't consent to sex when she or he is incapacitated, such as being drunk, under the influence of drugs, sleeping, or affected by a physical or mental impairment that makes them unable to decide to consent.
- Silence does not mean Yes.

Consent Law

In 2014, The State of California enacted Senate Bill 967 setting the standard of affirmative consent for all colleges and universities. Affirmative consent means "affirmative, conscious, and voluntary agreement to engage in sexual activity" and is "the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity." To learn more about this law, click [here](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB967) (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB967).

[Title IX Reporting Form \(/about/human-resources/Documents/Title%20IX%20Reporting%20Form.pdf\)](/about/human-resources/Documents/Title%20IX%20Reporting%20Form.pdf)

[Title IX Team and Process Presentation \(/about/human-resources/Documents/AALRR%20CCD%20PPT%20Title%20IX%20%20PRESENTATION.pdf\)](/about/human-resources/Documents/AALRR%20CCD%20PPT%20Title%20IX%20%20PRESENTATION.pdf)

[Employee Self-Service \(https://mylassen.lassencollege.edu/hr/Pages/default.aspx\)](https://mylassen.lassencollege.edu/hr/Pages/default.aspx)

[About the Area \(/about/about-the-area/Pages/default.aspx\)](/about/about-the-area/Pages/default.aspx)

[Coppervale Ski Area \(/about/about-the-area/Pages/Coppervale-Ski-Area.aspx\)](/about/about-the-area/Pages/Coppervale-Ski-Area.aspx)

[Accreditation \(/about/accreditation/Pages/default.aspx\)](/about/accreditation/Pages/default.aspx)

[Board of Trustees \(/about/board-of-trustees/Pages/default.aspx\)](/about/board-of-trustees/Pages/default.aspx)

[Directory \(/about/directory/Pages/default.aspx\)](/about/directory/Pages/default.aspx)

[Emeritus Faculty \(/about/emeritus-faculty/Pages/default.aspx\)](/about/emeritus-faculty/Pages/default.aspx)

[Employment \(/about/employment/Pages/default.aspx\)](/about/employment/Pages/default.aspx)

[Governance \(/about/governance/Pages/default.aspx\)](/about/governance/Pages/default.aspx)

[Academic Senate \(/about/governance/academic-senate/Pages/default.aspx\)](/about/governance/academic-senate/Pages/default.aspx)

[Annual Evaluations \(/about/governance/annual-evaluations/Pages/default.aspx\)](/about/governance/annual-evaluations/Pages/default.aspx)

[Consultation Council \(/about/governance/consultation-council/Pages/default.aspx\)](/about/governance/consultation-council/Pages/default.aspx)

[Curriculum/Academic Standards \(/about/governance/curriculum-academic-standards/Pages/default.aspx\)](/about/governance/curriculum-academic-standards/Pages/default.aspx)

[Graphic Standards \(/about/governance/graphic-standards/Pages/default.aspx\)](/about/governance/graphic-standards/Pages/default.aspx)

[Human Resources \(/about/human-resources/Pages/default.aspx\)](/about/human-resources/Pages/default.aspx)

[Institutional Effectiveness \(/about/institutional-effectiveness/Pages/default.aspx\)](/about/institutional-effectiveness/Pages/default.aspx)

[Planning \(/about/planning/Pages/default.aspx\)](/about/planning/Pages/default.aspx)

[Title IX \(/about/human-resources/Pages/Title-IX.aspx\)](/about/human-resources/Pages/Title-IX.aspx)

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(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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[Accreditation \(/about/accreditation\)](#)

[Accessibility \(/pages/accessibility.aspx\)](#)

[Directory \(/about/directory\)](#)

[Emergency Information \(/about/pages/emergency-information.aspx\)](#)

Employment Opportunities
(/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



CAMPUS LIFE

[Lassen College \(/Pages/Home.aspx\)](#) » [Campus Life](#)

Campus Life

[Residence Hall \(/campus-life/Pages/Residence-Hall.aspx\)](#)

[Student Organizations \(/campus-life/student-organizations\)](#)

[Campus and Community Resources \(/campus-life/Pages/Campus-and-Community-Resources.aspx\)](#)

[Cafeteria Menu \(/campus-life/Pages/Cafeteria-Menu.aspx\)](#)

[Student Meal Plan \(/campus-life/Pages/Student-Meal-Plan.aspx\)](#)

[Student Job Board \(/campus-life/student-job-board/Pages/default.aspx\)](#)

[2019 Annual Security Report \(/about/human-resources/Documents/2019%20Annual%20Security%20Report.pdf\)](#)

[2019 Campus Safety & Security Survey \(/about/human-resources/Documents/Campus%20Safety%20%20Security%20Survey%202019.pdf\)](#)

Campus and Community Resources (</campus-life/Pages/Campus-and-Community-Resources.aspx>)

Student Job Board (</campus-life/student-job-board/Pages/default.aspx>)

Student Organizations (</campus-life/student-organizations/Pages/default.aspx>)

Associated Student Body (</campus-life/student-organizations/associated-student-body/Pages/default.aspx>)

Victor St. Marie Residence Hall (</campus-life/Pages/Residence-Hall.aspx>)

Cafeteria Menu (</campus-life/Pages/Cafeteria-Menu.aspx>)

Student Meal Plan (</campus-life/Pages/Student-Meal-Plan.aspx>)

The Paw Newsletter (</campus-life/Pages/The-Paw-Newsletter.aspx>)

Can't find what you're looking for?

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(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

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(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

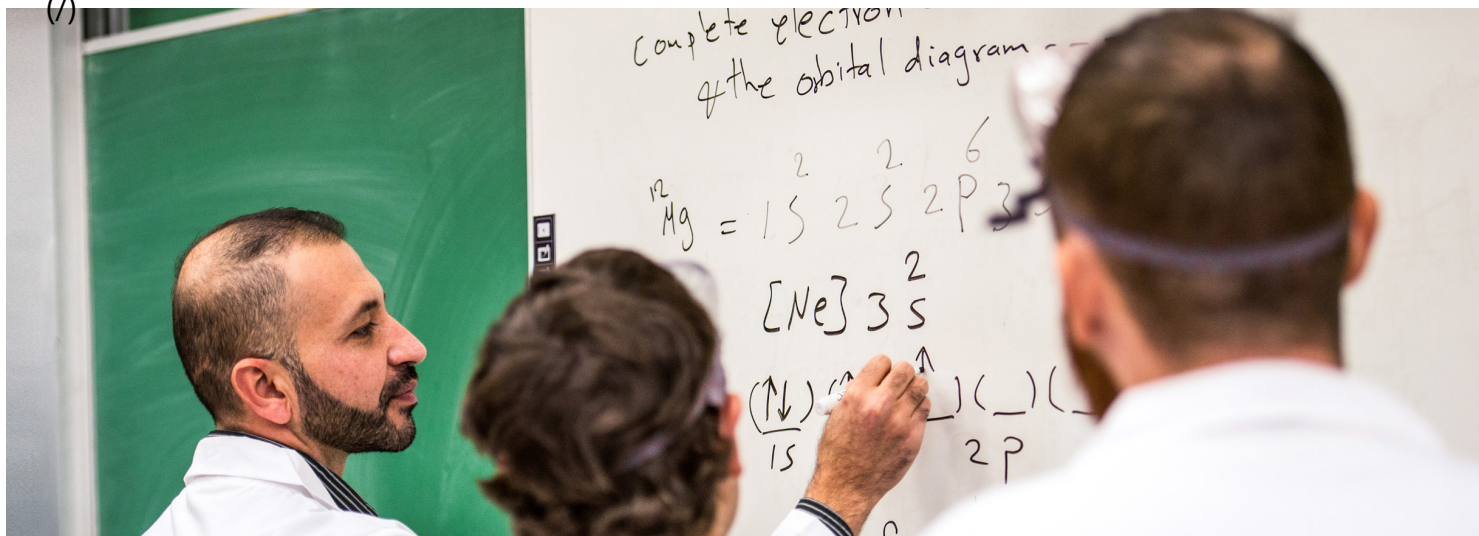
[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

[Privacy Policy \(/pages/privacy-policy.aspx\)](/pages/privacy-policy.aspx)



ACADEMICS

Lassen College (/Pages/Home.aspx) » Academics

Start your future today...

Lassen Community College offers a broad range of degrees and certificates, as well as many other educational opportunities. Each year, approximately 300 degrees and certificates are earned by students through our College.

Academic Support

- Library (<http://lassencollege.libguides.com/ARChome>)
- Learning Center (<http://lassencollege.libguides.com/ARChome>)
- Disabled Students Programs & Services (/student-services/basecamp/dsps/Pages/default.aspx)
- T.E.C.C (/academics/Pages/TECC.aspx)

Distance Education (/academics/distance-learning/Pages/default.aspx)

Community Services Education (/academics/Pages/Community-Services-Education.aspx)

[Grants \(/academics/grants/Pages/default.aspx\)](/academics/grants/Pages/default.aspx)

[Work Experience \(/academics/work-experience/Pages/default.aspx\)](/academics/work-experience/Pages/default.aspx)

[Student Success Scorecard \(http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home\)](http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home)

[Student Success Metrics \(https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx\)](https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx)

Catalog & Calendars

- [College Catalogs \(/academics/Pages/College-Catalogs.aspx\)](/academics/Pages/College-Catalogs.aspx)
- [Academic Calendars \(/academics/Pages/Academic-Calendars.aspx\)](/academics/Pages/Academic-Calendars.aspx)

Programs

- [Degree and Certificates \(/academics/programs/Pages/default.aspx\)](/academics/programs/Pages/default.aspx)
- [Program/Certificate Requirements \(/academics/programs/Pages/Degrees-and-Certificates-Requirements.aspx\)](/academics/programs/Pages/Degrees-and-Certificates-Requirements.aspx)
- [2 Year Academic Plans \(/academics/programs/Pages/Two-Year-Advising-Plans.aspx\)](/academics/programs/Pages/Two-Year-Advising-Plans.aspx)
- [Program Costs \(/academics/programs/Pages/Program-Costs.aspx\)](/academics/programs/Pages/Program-Costs.aspx)
- [Course Outlines \(/academics/course-outlines/Pages/default.aspx\)](/academics/course-outlines/Pages/default.aspx)

[Divisions \(/academics/divisions/Pages/default.aspx\)](/academics/divisions/Pages/default.aspx)

[CTE Division \(/academics/divisions/cte-pe/Pages/default.aspx\)](/academics/divisions/cte-pe/Pages/default.aspx)

[Programs & Degrees \(/academics/programs/Pages/default.aspx\)](/academics/programs/Pages/default.aspx)

[Administration of Justice \(/academics/programs/Administration of Justice/Pages/default.aspx\)](/academics/programs/Administration of Justice/Pages/default.aspx)

[Agriculture \(/academics/programs/agriculture/Pages/default.aspx\)](/academics/programs/agriculture/Pages/default.aspx)

[Allied Health \(/academics/programs/allied-health/Pages/default.aspx\)](/academics/programs/allied-health/Pages/default.aspx)

[Anthropology \(/academics/programs/anthropology/Pages/default.aspx\)](/academics/programs/anthropology/Pages/default.aspx)

[Art \(/academics/programs/art/Pages/default.aspx\)](/academics/programs/art/Pages/default.aspx)

[Automotive Technology \(/academics/programs/automotive-technology/Pages/default.aspx\)](/academics/programs/automotive-technology/Pages/default.aspx)

[Biological Science \(/academics/programs/biological-science/Pages/default.aspx\)](/academics/programs/biological-science/Pages/default.aspx)

[Business \(/academics/programs/business/Pages/default.aspx\)](/academics/programs/business/Pages/default.aspx)

[Child Development \(/academics/programs/child-development/Pages/default.aspx\)](/academics/programs/child-development/Pages/default.aspx)

[English \(/academics/programs/english/Pages/default.aspx\)](/academics/programs/english/Pages/default.aspx)

[Fire Technology \(/academics/programs/fire-technology/Pages/default.aspx\)](/academics/programs/fire-technology/Pages/default.aspx)

[Geographic Information Systems \(/academics/programs/geographic-information-systems/Pages/default.aspx\)](/academics/programs/geographic-information-systems/Pages/default.aspx)

[Geology \(/academics/programs/geology/Pages/default.aspx\)](/academics/programs/geology/Pages/default.aspx)

[Gunsmithing \(/academics/programs/gunsmithing/Pages/default.aspx\)](/academics/programs/gunsmithing/Pages/default.aspx)

[History \(/academics/programs/history/Pages/default.aspx\)](/academics/programs/history/Pages/default.aspx)

[Human Services \(/academics/programs/human-services/Pages/default.aspx\)](/academics/programs/human-services/Pages/default.aspx)

[Kinesiology \(/academics/programs/kinesiology/Pages/default.aspx\)](/academics/programs/kinesiology/Pages/default.aspx)

[Nutrition and Dietetics \(/academics/programs/nutrition-and-dietetics/Pages/default.aspx\)](/academics/programs/nutrition-and-dietetics/Pages/default.aspx)

[Physical Education \(/academics/programs/physical-education/Pages/default.aspx\)](/academics/programs/physical-education/Pages/default.aspx)

[Political Science \(/academics/programs/Political Science/Pages/default.aspx\)](/academics/programs/Political Science/Pages/default.aspx)

[Psychology \(/academics/programs/psychology/Pages/default.aspx\)](/academics/programs/psychology/Pages/default.aspx)

[Social Science \(/academics/programs/social-science/Pages/default.aspx\)](/academics/programs/social-science/Pages/default.aspx)

[Sociology \(/academics/programs/sociology/Pages/default.aspx\)](/academics/programs/sociology/Pages/default.aspx)

[Vocational Nursing \(/academics/programs/vocational-nursing/Pages/default.aspx\)](/academics/programs/vocational-nursing/Pages/default.aspx)

[Welding Technology \(/academics/programs/welding-technology/Pages/default.aspx\)](/academics/programs/welding-technology/Pages/default.aspx)

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(<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=131#home>)

Lassen Community College
478–200 Hwy 139, Susanville, CA 96130
(530) 257-6181

[Accreditation \(/about/accreditation\)](/about/accreditation)

[Accessibility \(/pages/accessibility.aspx\)](/pages/accessibility.aspx)

[Directory \(/about/directory\)](/about/directory)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](/about/pages/emergency-information.aspx)

[Employment Opportunities
\(/about/employment\)](/about/employment)

Privacy Policy (/pages/privacy-policy.aspx)



STUDENT SERVICES

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Are you ready to become a Lassen College Cougar?

Choose Lassen Community College to pursue a degree or certificate, complete classes for transfer, or prepare to enter the workforce—all at an affordable cost. Our beautiful 165-acre campus looks out over Susanville, CA to Diamond Mountain and the Sierra Nevada Mountains and is filled with faculty and staff who genuinely care about your success.

[Admissions \(/student-services/admissions/Pages/default.aspx\)](#)

[Basecamp \(/student-services/basecamp/Pages/default.aspx\)](#)

Brady Reed

Interim Vice President of Student Services

530-257-6181 ext. 8946

[breed@lassencollege.edu \(mailto:breed@lassencollege.edu\)](mailto:breed@lassencollege.edu)

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[Academic Counseling \(/student-services/counseling/Pages/default.aspx\)](#)

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**ORDER TRANSCRIPTS
(HTTPS://SECURE.STUDENTCLEARINGHOUSE.ORG/TSORDER/SCHOOLWELCOME?FICECODE=00121700)**

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Special Admit - Concurrent Enrollment (/student-services/admissions/Pages/Special-Admit-Concurrent-Enrollment.aspx)

International Students (/student-services/admissions/Pages/International-Students.aspx)

Veterans (/student-services/admissions/veterans/Pages/default.aspx)

Basecamp (/student-services/basecamp/Pages/default.aspx)

CalFresh Outreach (/student-services/basecamp/Pages/CalFresh-Outreach.aspx)

CalWORKs (/student-services/basecamp/CalWorks/Pages/default.aspx)

CARE (/student-services/basecamp/care/Pages/default.aspx)

DSP&S (/student-services/basecamp/dsps/Pages/default.aspx)

EOP&S (/student-services/basecamp/eops/Pages/default.aspx)

Foster Youth (/student-services/basecamp/foster-youth/Pages/default.aspx)

Kinship (/student-services/basecamp/kinship/Pages/default.aspx)

TRIO TRACS (/student-services/basecamp/trio-tracs/Pages/default.aspx)

Counseling (/student-services/counseling/Pages/default.aspx)

Career & Transfer Center (/student-services/counseling/career-and-transfer-center/Pages/default.aspx)

Transfer Center (/student-services/counseling/Pages/Transfer-Center.aspx)

Graduation (/student-services/counseling/Pages/Graduation.aspx)

Financial Aid (/student-services/financial-aid/Pages/default.aspx)

Federal Aid Programs (</student-services/financial-aid/federal-aid-programs/Pages/default.aspx>)

Institutional Aid Programs (</student-services/financial-aid/institutional-aid-programs/Pages/default.aspx>)

State Aid Programs (</student-services/financial-aid/state-aid-programs/Pages/default.aspx>)

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[Accreditation \(/about/accreditation\)](#)

[Accessibility \(/pages/accessibility.aspx\)](#)

[Directory \(/about/directory\)](#)

[Emergency Information
\(/about/pages/emergency-
information.aspx\)](#)

[Employment Opportunities
\(/about/employment\)](#)

[Privacy Policy \(/pages/privacy-policy.aspx\)](#)



LASSEN COMMUNITY COLLEGE CORRESPONDENCE DEPARTMENT

TO: LCC INCARCERATED STUDENTS
FROM: LCC CORRESPONDENCE
SUBJECT: Grade Changes, Academic Grievances and Appeals

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Please follow Step 1 or Step 2 to challenge a grade after receiving your official transcript copy.

Step 1

- Contact your Institution College Coordinator and ask them to email the LCC Correspondence Coordinator regarding your grade issue.
- Include your Name, CDCR #, LCC ID #, Semester, Class and Instructor.
- Attach documentation for the Instructor if needed.

Or Step 2

- Write a letter to the Instructor and include your LCC ID#, the semester & class for the grade you are challenging and mail to the LCC Correspondence Department. Provide any documents to support your grade in question.

Thank you
Lassen Community College
Correspondence Office



Correspondence

Face to Face Semester (circle one):

Fall
Spring
Summer: _____
Year

Student Inquiry Form

Incarcerated Student Education Program

This form is for all Student Requests for Information that are beyond specific course material in face-to-face classes.

You must be a registered student with Lassen Community College to use this form.

Student Name: _____ Student ID: _____

Prison/Yard: _____ Housing Unit: _____

Date Submitted: _____

Follow these steps, then submit the form to the college coordinator or LCC inbox.
(Incomplete forms will be denied):

1. Completely fill out this form.
2. Clearly indicate (by checking the appropriate box) which area your question is directed. If it covers more than one area, check the box with the most pressing issue.
3. Please be patient for a response.

NOTE: Do not submit this form for registration sign up or to drop a class

Please check a box below and explain the reason for your inquiry here (additional room on the back of this form):

Request an Educational Advising "Ed Plan", including transcript evaluation. Attach any relevant forms or information, i.e. transcripts and list previous colleges attended: _____

Transcript request or question regarding transcripts received, including transcript evaluation

Petition to graduate form needed. List semester intending to graduate:

Request for missing grade or grade dispute (Class Name and Semester): _____

I would like to continue with LCC (online or on campus) upon release - Date if within 6 months: _____

Other, please write in your request using the box above

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020

Approved by Board of Trustees – December 15, 2020

Vision

❖ Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region's image, economy, and human capital, and an example of a "we can" culture" of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access with an equity mindset
- The trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social leader in the community

Mission

Lassen Community College provides educational programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Lassen College Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:

- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication



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Institution Set Standards

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and applicable accreditation standards. This document provides insight on the associated data elements and methodology used to determine goals for these standards.

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years, Baseline and Stretch goals are derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 using state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation, with the dates of these approvals being annotated at the end of this document.

ISS #1: Completion Rate

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database.

Baseline Goal = **71.20%**; Stretch Goal = **73.48%**

ISS #2: Fall-to-Fall Retention Rate

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database.

Baseline Goal = **28.82%**; Stretch Goal = **30.75%**

ISS #3: Number of Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on degrees awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **214**; Stretch Goal = **261**

ISS #4: Number of Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **134**; Stretch Goal = **144**

ISS #5: Four-Year Transfer Rate

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool and Student Centered Funding Formula (SCFF) 'Exhibit C' reports to report transfers to four-year California state schools by fiscal year.

Baseline Goal = **55**; Stretch Goal = **64**

ISS #6: Licensure Pass Rate

The institution set standards were developed based on the longitudinal data and historical precedence for licensure exams for the following program(s).

Vocational Nursing Baseline Goal = **85.00%** Pass Rate; Stretch Goal = **90.00%** Pass Rate

ISS #7: Job Placement Rates

The Baseline Employment Performance Goal for all programs listed below is **61.47%** and the Stretch Goal is **66.09%**, based on the standards published in the Perkins IV Performance Trend Reports for the most recent two years. This CTE Perkins VI core indicators (Core IV - Employment) data can be accessed at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Administrative of Justice

- Associate in Science Degree in Administration of Justice for Transfer
- Associate in Art Degree Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences (transfer)
- Associate in Science in Agriculture Animal Science for Transfer (transfer)
- Associate in Science in Agriculture Business for Transfer (transfer)
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business
- Certificate of Accomplishment Agriculture Irrigation

Allied Health/Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment Basic Mechanics
- Certificate of Accomplishment in Electrical
- Certificate of Completion in Automotive Chassis and Maintenance (non-credit)

Business

- Associate in Science Degree in Business Administration for Transfer (transfer)
- Associate in Arts Degree in Economics for Transfer (transfer)
- Certificate of Achievement Administrative Office Technician
- Certificate of Achievement in Geographic Information Systems
- Certificate of Completion IT Support Specialist (non-credit)

Child Development

- Associate in Science Degree in Early Childhood Education for Transfer (transfer)
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment of Child Development-Associate Teacher

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Achievement Basic Wildland Firefighter
- Certificate of Accomplishment in Fire Technology

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology

Section Id	Term	Section Name	Title	Credit Type	Census Type	Start Date
17177	2018FA	ENGL-1-I0178	College Composition	D	IW	8/20/2018
17178	2018FA	ENGL-1-I0179	College Composition	D	IW	8/20/2018
17179	2018FA	ENGL-1-I1001	College Composition	D	IW	8/20/2018
17180	2018FA	ENGL-1-M0070	College Composition	D	W	8/20/2018
17181	2018FA	ENGL-1-M0092	College Composition	D	W	8/20/2018
17182	2018FA	ENGL-1-M0177	College Composition	D	W	8/20/2018
17183	2018FA	ENGL-1-M0973	College Composition	D	W	8/20/2018
17184	2018FA	ENGL-1-N0184	College Composition	D	IW	8/20/2018
17519	2018FA	ENGL-1-M0180	College Composition	D	W	8/20/2018
18228	2019FA	ENGL-1-I0178	College Composition	D	IW	8/19/2019
18229	2019FA	ENGL-1-I0179	College Composition	D	IW	8/19/2019
18230	2019FA	ENGL-1-I1001	College Composition	D	IW	8/19/2019
18231	2019FA	ENGL-1-M0070	College Composition	D	W	8/19/2019
18232	2019FA	ENGL-1-M0092	College Composition	D	W	8/19/2019
18233	2019FA	ENGL-1-M0177	College Composition	D	W	8/19/2019
18235	2019FA	ENGL-1-M0973	College Composition	D	W	8/19/2019
18236	2019FA	ENGL-1-N0184	College Composition	D	IW	8/19/2019
18332	2019FA	ENGL-1-M0182	College Composition	D	W	8/19/2019
18333	2019FA	ENGL-1-M0183	College Composition	D	W	8/19/2019
18339	2019FA	ENGL-1-I0181	College Composition	D	IW	8/19/2019
18764	2019FA	ENGL-1-K1050	College Composition	D	W	8/19/2019
19729	2020FA	ENGL-1-I0178	College Composition	D	IW	8/17/2020
19730	2020FA	ENGL-1-I0179	College Composition	D	IW	8/17/2020
19731	2020FA	ENGL-1-I0181	College Composition	D	IW	8/17/2020
19732	2020FA	ENGL-1-I1001	College Composition	D	IW	8/17/2020
19740	2020FA	ENGL-1-N0184	College Composition	D	IW	8/17/2020
20131	2020FA	ENGL-1-N1178	College Composition	D	IW	8/17/2020
20132	2020FA	ENGL-1-N1179	College Composition	D	IW	8/17/2020
20135	2020FA	ENGL-1-N1180	College Composition	D	IW	8/17/2020
20137	2020FA	ENGL-1-N1184	College Composition	D	IW	8/17/2020
20138	2020FA	ENGL-1-N1185	College Composition	D	IW	8/17/2020

Census Date	End Date	Location	Mode	Units	Total Hours	Res Census Enrolled
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	17
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	15
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	22
9/4/2018	12/21/2018		1 F - Face-to-Face	3	52.5	19
9/4/2018	12/21/2018		1 F - Face-to-Face	3	52.5	20
9/4/2018	12/21/2018		1 F - Face-to-Face	3	52.5	15
9/4/2018	12/21/2018		1 F - Face-to-Face	3	52.5	16
9/4/2018	12/21/2018	N	N - Internet	3	52.5	24
9/4/2018	12/21/2018		1 F - Face-to-Face	3	52.5	10
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	12
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	7
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	11
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	14
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	12
9/9/2019	12/20/2019	N	N - Internet	3	52.5	20
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019		1 F - Face-to-Face	3	52.5	12
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	7
9/9/2019	12/20/2019	K	F - Face-to-Face	3	52.5	22
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	14
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	15
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	18
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	21
8/31/2020	12/17/2020	N	N - Internet	3	52.5	20
8/31/2020	12/17/2020	N	N - Internet	3	52.5	17
8/31/2020	12/17/2020	N	N - Internet	3	52.5	15
8/31/2020	12/17/2020	N	N - Internet	3	52.5	21
8/31/2020	12/17/2020	N	N - Internet	3	52.5	22
8/31/2020	12/17/2020	N	N - Internet	3	52.5	20

Non Res Census Enrolled	Total Census Enrolled	Res FTES	Non Res FTES	Total FTES	Credit FTES	Reporting Period	TOPS2	TOPS4
0	17	1.7	0	1.7	1.7	2018 Fall	15	1501
0	15	1.5	0	1.5	1.5	2018 Fall	15	1501
0	22	2.2	0	2.2	2.2	2018 Fall	15	1501
5	24	1.9	0.5	2.4	2.4	2018 Fall	15	1501
4	24	2	0.4	2.4	2.4	2018 Fall	15	1501
6	21	1.5	0.6	2.1	2.1	2018 Fall	15	1501
3	19	1.6	0.3	1.9	1.9	2018 Fall	15	1501
1	25	2.4	0.1	2.5	2.5	2018 Fall	15	1501
5	15	0.9	0.5	1.4	1.4	2018 Fall	15	1501
0	12	1.2	0	1.2	1.2	2019 Fall	15	1501
0	7	0.7	0	0.7	0.7	2019 Fall	15	1501
0	11	1.1	0	1.1	1.1	2019 Fall	15	1501
11	25	1.4	1.1	2.5	2.5	2019 Fall	15	1501
8	24	1.6	0.8	2.4	2.4	2019 Fall	15	1501
4	20	1.6	0.4	2	2	2019 Fall	15	1501
3	15	1.2	0.3	1.5	1.5	2019 Fall	15	1501
0	20	2	0	2	2	2019 Fall	15	1501
4	20	1.6	0.4	2	2	2019 Fall	15	1501
9	21	1.2	0.9	2.1	2.1	2019 Fall	15	1501
0	7	0.7	0	0.7	0.7	2019 Fall	15	1501
1	23	2.2	0.1	2.3	2.3	2019 Fall	15	1501
0	14	1.4	0	1.4	1.4	2020 Fall	15	1501
0	15	1.5	0	1.5	1.5	2020 Fall	15	1501
0	18	1.8	0	1.8	1.8	2020 Fall	15	1501
0	21	2.1	0	2.1	2.1	2020 Fall	15	1501
4	24	2	0.4	2.4	2.4	2020 Fall	15	1501
5	22	1.7	0.5	2.2	2.2	2020 Fall	15	1501
7	22	1.5	0.7	2.2	2.2	2020 Fall	15	1501
3	24	2.1	0.3	2.4	2.4	2020 Fall	15	1501
2	24	2.2	0.2	2.4	2.4	2020 Fall	15	1501
4	24							

Fall 2021 Practice/Class Times

M Basketball	1-325	M-F
W Basketball	11-125	M-F
Volleyball	3-5	M-F
Baseball	2-430	M/W/Th/F
Softball	12-2	M-F
M Rodeo	2-5	Tu-Th
S Rodeo	2-5	Tu-Th
Wrestling	2-4	M-F
M Soccer	1-3	M-F
W Soccer	3-5	M-F

Administration of Justice

0130	AJ	9	Intro Corr Science	3.0	NET	TBA	TBA	Downing, Thomas	NET	ONLINE
					NET	TBA	TBA	Growdon, Dean	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at dgrowdon@lassencollege.edu

0008	AJ	11	Youth Gangs in America	3.0	NET	TBA	TBA	Booth, Glenn	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gbooth@lassencollege.edu

0003	AJ	12	Intro Criminal Just	3.0	LEC	MW	9:00- 9:50am	Downing, Thomas	M	3
					NET	TBA	TBA	Downing, Thomas	NET	ONLINE

This is a hybrid class. 2 hours per week of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu.

0002	AJ	14	Juvenile Procedures	3.0	NET	TBA	TBA	Growdon, Carol	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cgrowdon@lassencollege.edu

0857	AJ	20	Criminal Law	3.0	LEC	MW	10:00-10:50am	Downing, Thomas	M	3
					NET	TBA	TBA	Downing, Thomas	NET	ONLINE

This is a hybrid class. 2 hours per week of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu.

0007	AJ	24	Community Relations	3.0	NET	TBA	TBA	Downing, Thomas	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu

0496	AJ	49	Admin of Justice Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Agriculture

0446	AGR	3	Intro to Agriculture Business	3.0	LEC	MWF	9:00- 9:50am	Wolf, Brian	TR	101A
0442	AGR	8	Intro Animal Prod.	3.0	LEC	T	5:30- 8:20pm	Wolf, Brian	TR	101A
0399	AGR	10	Introduction to Animal Science	3.0	LEC	TTh	8:30- 9:20am	Wolf, Brian	TR	101A
					LAB	M	10:00-12:50pm	Wolf, Brian	TR	101A
0445	AGR	13	Feeds and Feeding	3.0	LEC	TTh	9:30-10:20am	Wolf, Brian	TR	101A
					LAB	T	10:30- 1:20pm	Wolf, Brian	TR	101A
0773	AGR	22	Rodeo Skills	3.0	LAB	TWTh	2:00- 4:50pm	Williams, Suzanne	ARNA	LARGE

This section to focus on Women's Rodeo Events.

0774	AGR	22	Rodeo Skills	3.0	LAB	TWTh	2:00- 4:50pm	Williams, Daniel	ARNA	LARGE
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This section to focus on Men's Rodeo Events.

0026	AGR	49	Agriculture Work Exp1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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0458	AGR	50	Basic Riding	2.0	LEC	S	9:00- 9:50am	Staff	ARNA	LARGE
					LAB	S	10:00-12:50pm	Staff	ARNA	LARGE

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. For more information, please contact the instructor at mwilliams@lassencollege.edu.

0459	AGR	57	Beginning Horseshoeing	3.0	LEC	M	5:00- 6:50pm	Williams, Suzanne	TR	101A
					LAB	W	5:00- 8:50pm	Williams, Daniel	ARNA	LARGE

Anthropology

0033	ANTH	1	Biological Anthropology	3.0	COR	TBA	TBA	O'Brien, Christopher	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0034	ANTH	1	Biological Anthropology	3.0	COR	TBA	TBA	O'Brien, Christopher	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

0618	ANTH	1	Biological Anthropology	3.0	NET	TBA	TBA	Bright, Lisa	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lbright@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

Art

0096	ART	1A	Two-Dimensional Design	3.0	LEC	MW	1:00- 1:50pm	Kleckner, James	CA	202
					LAB	MW	1:50- 3:50pm	Kleckner, James	CA	202

There is a \$10 materials fee for this class. For more information, please contact the instructor at jkleckner@lassencollege.edu.
****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

0038	ART	2	Drawing	3.0	LEC	MWF	10:00-10:30am	Kleckner, James	CA	201
					LAB	MWF	10:30-11:50am	Kleckner, James	CA	201

There is a \$10 materials fee for this class. For more information, please contact the instructor at jkleckner@lassencollege.edu.

0048	ART	6	Prehist/Renaissance	3.0	LEC	MWF	9:00- 9:50am	Panfilio, Randle	HU	206
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0049	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Panfilio, Randle	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0059	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Kleckner, James	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0465	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Kleckner, James	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0051	ART	10A	Beginning Painting	3.0	LEC	TTh	1:00- 1:50pm	Mendoza, Beverly	CA	201
					LAB	TTh	1:50- 3:50pm	Mendoza, Beverly	CA	201

There is a \$10 materials fee for this class. For more information, please contact the instructor at bmendoza@lassencollege.edu.

0053	ART	10B	Intermediate Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
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0055	ART	10C	Advanced Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
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0057	ART	10D	Portfolio Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
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0154	ART	19A	Beginning Digital Photography	3.0	LEC	TTh	5:30- 6:25pm	Fuller, Lynn	CA	204
					LAB	TTh	6:25- 7:45pm	Fuller, Lynn	CA	204

There is a \$10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6372	ART	19B	Inter. Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204
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There is a \$10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6149	ART	19C	Advanced Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204
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There is a \$10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6374	ART	19D	Portfolio Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204
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There is a \$10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

0703	ART	23	Beginning Printmaking	3.0	LEC	TTh	9:30-10:20am	Kleckner, James	CA	202
					LAB	TTh	10:20-12:20pm	Kleckner, James	CA	202

0060	ART	36A	Beginning Ceramics	3.0	LEC	MW	4:00- 4:50pm	Anderson, Deborah	CA	101
					LAB	MW	4:50- 6:50pm	Anderson, Deborah	CA	101

There is a \$10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0061	ART	36B	Intermediate Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101
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There is a \$10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0062	ART	36C	Advanced Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101
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There is a \$10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0063	ART	36D	Portfolio Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101
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There is a \$10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0148	ART	49	Art Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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Automotive Technology

0075	AT	49	Auto Tech Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0438	AT	50	Car Care Basics	3.0	LEC	M	7:30- 9:05am	Lewis, Chad	TR	104
					LAB	WF	7:30- 8:50am	Lewis, Chad	TR	104

1224	AT	54	Brakes	3.0	LEC	TTh	7:15- 7:45am	Lewis, Chad	TR	104D
					LAB	TTh	7:45- 9:05am	Lewis, Chad	TR	104
					NET	TBA	TBA	Lewis, Chad	NET	ONLINE

This is a hybrid class. One hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The remaining 4 hours per week will be completed on-campus face-to-face in a classroom setting. For more information, please contact the instructor at clewis@lassencollege.edu.

0439	AT	66	Manual Dr Train	4.0	LEC	MW	3:30- 4:20pm	Oliver, Jeff	TR	104D
					LAB	MW	4:30- 7:20pm	Oliver, Jeff	TR	104
0448	AT	70	General Automotive Lab	2.0	LAB	TTh	1:30- 4:20pm	Casteel, Orrin	TR	104
0447	AT	82	Engine Performance I	3.0	LEC	TTh	5:00- 5:50pm	Lewis, Chad	TR	104D
					LAB	TTh	6:00- 7:15pm	Lewis, Chad	TR	104

Basic Skills

0867	BS	170	Pre-High School Equiv Prep I	0.0	LEC	WTh	10:00-11:55am	Darley, Elizabeth	HU	213
					LAB	WTh	11:55- 1:50pm	Darley, Elizabeth	HU	213

Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. Students are not required to buy textbooks for this class. Textbooks are provided at no cost to the student. This is an open entry/open exit class. Students may enroll or withdraw at any time. Students will arrange up to 136 hours of instruction. For more information, please contact the instructor at edarley@lassencollege.edu.

0677	BS	171	Pre-High School Equiv Prep II	0.0	LAB	TBA	TBA	Darley, Elizabeth	HU	213
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Students are not required to buy textbooks for this class. Textbooks are provided at no cost to the student. This is an open entry/open exit class. Students may enroll or withdraw at any time. Students will arrange up to 40 hours of instruction, within the lab times of WTh 12:00-1:50p. For more information about enrollment, textbooks, or to arrange class time, contact Elizabeth Darley at edarley@lassencollege.edu.

Biology

0082	BIOL	20	Microbiology	5.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	MWF	1:00- 2:50pm	Baiocchi, Tiffany	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 6 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaocchi@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Microbiology Lab is 13 students. If more than 13 students register, a second section of Microbiology Lab will be opened. It will run MWF 4:00pm-5:50pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Microbiology Lab will be increased to 24 students and only one Microbiology Lab time will be offered (MWF 1:00pm-2:50pm).

1115	BIOL	25	Human Anatomy/Physiology	4.0	NET	TBA	TBA	Tobola, Crystal	NET	ONLINE
					LAB	TTh	8:00- 9:15am	Tobola, Crystal	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed in person on-campus in a classroom setting. For more information, please contact the instructor at ctobola@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Anatomy/Physiology Lab is 13 students. If more than 13 students register, a second section of Anatomy/Physiology Lab will be opened. It will run TTh 9:30am-10:45am and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Anatomy/Physiology Lab will be increased to 24 students and only one Anatomy/Physiology Lab time will be offered (TTh 8:00am-9:15am).

1211	BIOL	25	Human Anatomy/Physiology	4.0	NET	TBA	TBA	Tobola, Crystal	NET	ONLINE
					LAB	MW	8:00- 9:15am	Tobola, Crystal	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed in person on-campus in a classroom setting. For more information, please contact the instructor at ctobola@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Anatomy/Physiology Lab is 13 students. If more than 13 students register, a second section of Anatomy/Physiology Lab will be opened. It will run MW 9:30am-10:45am and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Anatomy/Physiology Lab will be increased to 24 students and only one Anatomy/Physiology Lab time will be offered (MW 8:00am-9:15am).

1249	BIOL	25	Human Anatomy/Physiology	4.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	MW	6:00- 7:15pm	Baiocchi, Tiffany	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 6 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaocchi@lassencollege.edu.

1188	BIOL	32L	General Biology With Lab	4.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	Th	8:00-10:50am	Baiocchi, Tiffany	MS	128

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaocchi@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Biology Lab is 13 students. If more than 13 students register, a second section of General Biology Lab will be opened. It will run M- 5:30p-8:20pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the General Biology Lab will be increased to 24 students and only one General Biology Lab time will be offered (Th 8:00a-10:50a).

Business

0085 BUS 1A Acct Principles-Financial 4.0 COR TBA TBA Rupley, Andrew FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0826 BUS 1A Acct Principles-Financial 4.0 LEC TTh 11:00-12:50pm Taylor, Garrett CA 123A

1092 BUS 1A Acct Principles-Financial 4.0 COR TBA TBA Azhand, Hasib FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0087 BUS 2 Introduction to Business 3.0 COR TBA TBA Rupley, Andrew FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** The online textbook is FREE online. A printed version of the OER textbook is available through the LCC Bookstore with a minimal cost to the student.

0699 BUS 2 Introduction to Business 3.0 LEC Th 9:00-10:15am Taylor, Garrett CA 123A
NET TBA TBA Taylor, Garrett NET ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gtaylor@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0780 BUS 2 Introduction to Business 3.0 COR TBA TBA Azhand, Hasib FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** The online textbook is FREE online. A printed version of the OER textbook is available through the LCC Bookstore with a minimal cost to the student.

0089 BUS 22 Business Law 3.0 NET TBA TBA Taylor, Garrett NET ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gtaylor@lassencollege.edu.

0829 BUS 22 Business Law 3.0 COR TBA TBA Clain, Kimberly FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** The online textbook is free through Open Educational Resource Textbook at <https://open.umn.edu/opentextbooks/textbooks/the-legal-and-ethica-l-environ>. A printed version of the OER textbook is available at the LCC Bookstore with a minimal cost to the student.

0093 BUS 49 Business Work Exp 1.0-8.0 WE TBA TBA Gardiner, Lisa HU 205

All Work Experience students are required to attend ONE of the following **MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS**: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Chemistry

0105	CHEM 1A	General Chemistry I	5.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE
				LAB	MW	8:00-10:50am	Lin, Yuting	MS	114

This is a hybrid class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) and the lab will be completed on-campus in a face-to-face setting. For more information, please contact the instructor at ylin@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Chemistry Lab is 9 students. If more than 9 students register, a second section of Chemistry Lab will be opened and will run MW-1:00pm-3:50pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Chemistry Lab will be increased to 24 students and only one Chemistry Lab time will be offered (MW 8:00a-10:50a).

1240	CHEM 40	Survey of Chemistry & Physics	3.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE
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This is an online class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at ylin@lassencollege.edu.

1226	CHEM 40L	Survey of Chem & Physics Lab	1.0	LAB	T	8:00-10:50am	Lin, Yuting	MS	114
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This class must be taken along with CHEM-40. For more information, please contact the instructor at ylin@lassencollege.edu.

0106	CHEM 45	Intro to General Chemistry	4.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE
				LAB	T	1:00- 3:50pm	Lin, Yuting	MS	114

This is a hybrid class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) and the lab will be completed on-campus in a face-to-face setting. For more information, please contact the instructor at ylin@lassencollege.edu.

0961	CHEM 45A	General Chemistry Discussion	1.0	LEC	T	11:00-11:50am	Lin, Yuting	MS	114
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This class must be taken with CHEM-45. For more information, please contact the instructor at ylin@lassencollege.edu.

Child Development

1022	CD	11	Observation and Assessmen	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE
					LAB	TBA	TBA	Greer, Laura	CD	119

This is a hybrid class. 2 hours of Lab instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The Lab portion of the class will be completed in-person at the LCC Child Development Center. For more information and to arrange lab hours, please contact the instructor at lgreer@lassencollege.edu.

0107	CD	12	Child, Family and Community	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0820	CD	15	Pre-School Administration	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0801	CD	22	The Infant Toddler	3.0	NET	TBA	TBA	Greer, Laura	TBA	TBA
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0805	CD	30	Early Steps to Reading Success	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0755	CD	31	Conceptn- Adolescenc	3.0	NET	TBA	TBA	Freeman, Micah	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mfreeman@lassencollege.edu.

0128	CD	49	Child Development Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Counseling/Guidance

0912 CG 1 Success in College 3.0 COR TBA TBA Lucas, Matthew FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0913 CG 1 Success in College 3.0 COR TBA TBA Lucas, Matthew FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0933 CG 1 Success in College 3.0 COR TBA TBA Lucas, Matthew FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0934 CG 1 Success in College 3.0 COR TBA TBA Mauck, Whitney FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0935 CG 1 Success in College 3.0 COR TBA TBA Mauck, Whitney FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0936 CG 1 Success in College 3.0 COR TBA TBA Mauck, Whitney FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0975 CG 1 Success in College 3.0 COR TBA TBA Deal, Julie FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Developmental Studies

0742 DS 120 Adaptive Fitness 1.0 LAB MW 9:30-10:45am Nyman, Carrie SC GYM

0697 DS 122 Adaptive Weight Training 1.0 LAB MW 7:30- 8:45am Nyman, Carrie SC 118

0709 DS 122 Adaptive Weight Training 1.0 LAB TTh 8:00- 9:15am Nyman, Carrie SC 118

0932 DS 122 Adaptive Weight Training 1.0 LAB TTh 9:30-10:45am Nyman, Carrie SC 118

0170 DS 153 Community Awareness 1 0.0 LEC TTh 12:30- 2:20pm Nyman, Carrie MS 121

0181	ENGL	1	College Composition 3.0	COR	TBA	TBA	Owens, Jeffrey	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.									
0182	ENGL	1	College Composition 3.0	LEC	TTh	11:00-12:15pm	Swanson, Richard	HU	204
Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.									
0184	ENGL	1	College Composition 3.0	NET	TBA	TBA	Swanson, Richard	NET	ONLINE
This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at rswanson@lassencollege.edu. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.									
1001	ENGL	1	College Composition 3.0	COR	TBA	TBA	Pfanku, Kristin	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.									
1178	ENGL	1	College Composition 3.0	NET	TBA	TBA	McClellan, Cory	NET	ONLINE
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cmccllellan@lassencollege.edu.									
0807	ENGL	2	Introduction to Literary Types	3.0	LEC	TTh	9:30-10:45am	Swanson, Richard	HU 204
0110	ENGL	9	Crit Think & Comp	3.0	COR	TBA	TBA	Owens, Jeffrey	FCI CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.									
0190	ENGL	9	Crit Think & Comp	3.0	LEC	MWF	9:00- 9:50am	McClellan, Cory	HU 107
1182	ENGL	9	Crit Think & Comp	3.0	NET	TBA	TBA	Owens, Jeffrey	NET ONLINE
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jowens@lassencollege.edu.									
0764	ENGL	33	Studies in Fiction	3.0	LEC	TTh	11:00-12:15pm	Owens, Jeffrey	MS 112
0192	ENGL	105	Intro College Reading, Writing	3.0	LEC	TTh	1:00- 2:15pm	Swanson, Richard	HU 206
0537	ENGL	105	Intro College Reading, Writing	3.0	COR	TBA	TBA	Hoffman, Coby	FCI CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.									
0989	ENGL	105A	Reading and Writing Support	1.0	CORB	TBA	TBA	Hoffman, Coby	FCI CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.									
1279	ENGL	155	English Writing Lab	0.0	LAB	TBA	TBA	Rotlisberger, Laura	HU 216
This is a non-credit open entry/open exit English Lab held upstairs in the Library/Learning Center/ARC. Lab hours will be held TTH 10:00-10:50 and W 10:00-11:50. Students may enroll or withdraw at any time. Contact instructor at lrotlisberger@lassencollege.edu to arrange up to 68 hours of instruction.									

Ethnic Studies

0201 ES 1 Ethnic Minorities in America 3.0 COR TBA TBA Bollinger, Kathleen FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0202 ES 1 Ethnic Minorities in America 3.0 COR TBA TBA Bollinger, Kathleen FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0821 ES 1 Ethnic Minorities in America 3.0 NET TBA TBA Morgan, Heidi NET ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at hmorgan@lassencollege.edu. **TEXTBOOK NOTE:** Students may qualify for free textbooks through EOP&S or other programs. Please contact your counselor for more information. The Lassen College Library has a limited supply of textbooks to lend free of charge. Please contact the library at cmadrid@lassencollege.edu for more information. A printed digital copy, loose-leaf version is available from the Lassen College Bookstore for \$100. Please see the Bookstore link on the Lassen College webpage www.lassencollege.edu for more information.

Film

0744 FILM 1 History of the Cinema 3.0 LEC W 5:30- 8:20pm Swanson, Richard HU 201

TEXTBOOK NOTE - STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information at rswanson@lassencollege.edu.

Fire Science

0835 FS 4 Fire Protection Equipment 3.0 LEC MW 2:00- 4:50pm Weaver, John VT 101

(10/11/21 to 12/06/21)

For more information, please contract the Fire Technology office at 530.251.8829.

0863 FS 5 Fire Orientation and Org. 3.0 LEC TTh 2:00- 4:50pm Rivas, Michael VT 101

(10/12/21 to 12/14/21)

For more information, please contact the Fire Technology office at 530.251.8829.

2060 FS 5 Fire Orientation and Org. 3.0 LEC MW 6:00- 8:50pm Staff CCC FIRE

(08/16/21 to 10/13/21)

This section intended for Incarcerated Student Education at California Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829.

1113 FS 13 Fire Behavior and Combustion 3.0 LEC MW 6:00- 8:50pm Butler, Adam CCC FIRE

(10/18/21 to 12/13/21)

This section intended for Incarcerated Student Education at California Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829.

1221	FS	20	1st Aid/Cpr Pub Emp 1.5	LEC	F	8:00-11:50am	Myers, Christi	N	3
				LEC	F	1:00- 5:20pm	Myers, Christi	N	3

(11/05/21 to 11/19/21)

There is a \$10 certification fee for this course, payable at registration. For more information, please contact the instructor at cmymers@lassencollege.edu.

1247	FS	20	1st Aid/Cpr Pub Emp 1.5	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3
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(09/30/21 to 11/04/21)

A \$10 certification fee will be collected at registration. For more information, please contact the Fire Technology office at 530.251.8829.

0135	FS	49	Fire Science Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	CCC	FIRE
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This section is intended for Incarcerated Student Education at CDCR CCC Firehouse in Susanville. Students must be accepted into program prior to registration. ALL WORK EXPERIENCE STUDENTS ARE REQUIRED TO ATTEND A MANDATORY ORIENTATION OFFERED ONLINE AS A SYNCHRONOUS (LIVE online presentation in real time in a virtual classroom) MEETING WITH ZOOM, as approved by CDCR and supervised by Firehouse staff. This class will consist of a combination of orientation; work based learning; individual conferences at worksite with instructor-coordinator and/or work site supervisor; and online content, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856. This variable unit course can be taken for 1 - 8 units in increments of 1 units.

0150	FS	49	Fire Science Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

1048	FS	51	Intro to Fire Careers	1.0	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3
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(11/05/21 to 12/02/21)

2059	FS	51	Intro to Fire Careers	1.0	LEC	WTh	8:00-11:50am	Robinson, Gary	N	3
					LEC	WTh	1:00- 5:15pm	Robinson, Gary	N	3

(10/06/21 to 10/07/21)

For more information, please contact the Fire Technology office at 530.251.8829.

1223	FS	57	Vehicle Extrication	1.0	LEC	MSSu	8:00-11:50am	Brown, Robert	CCC	FIRE
					LAB	MSSu	12:00- 4:50pm	Brown, Robert	CCC	FIRE

(09/18/21 to 09/20/21)

This section intended for Incarcerated Student Education at California Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829. A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

2062	FS	59	Confined Space Awareness	0.5	LEC	F	8:00-11:50am	Brown, Robert	N	3
					LEC	F	1:00- 5:15pm	Brown, Robert	N	3

(09/24/21 to 09/24/21)

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

0750	FS	60	Wildland Firefighter (calfire)	5.0	LEC	TWTh	6:00- 7:30pm	Mena, Gregory	N	3
					LAB	TWTh	7:30- 8:50pm	Mena, Gregory	N	3
					LAB	S	8:00- 3:50pm	Mena, Gregory	N	3
					LAB	S	8:00- 3:50pm	Mena, Gregory	N	3
					LAB1	S	8:00- 3:50pm	Mena, Gregory	N	3

(09/14/21 to 12/18/21)

For more information, please contact the Fire Technology Office at 530.251.8829.

1629	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(08/17/21 to 08/27/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1630	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(08/24/21 to 09/03/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1631	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(08/31/21 to 09/10/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1633	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(09/07/21 to 09/17/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1635	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(09/14/21 to 09/24/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1637	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(09/21/21 to 10/01/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1639	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(09/28/21 to 10/08/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1641	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(10/05/21 to 10/15/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1643	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(10/12/21 to 10/22/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1645	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(10/19/21 to 10/29/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1647	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(10/26/21 to 11/05/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1649	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(11/02/21 to 11/12/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1651	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(11/09/21 to 11/19/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1653	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(11/16/21 to 12/03/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1655	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(11/30/21 to 12/10/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1657	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(12/07/21 to 12/17/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1666	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(12/14/21 to 12/24/21)

This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

0519	FS	61	Basic Firefighter (basic 32)	2.0	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3
					LAB	S	8:00- 3:50pm	Hitchcock, Steven	N	3

(08/16/21 to 09/29/21)

2064	FS	61	Basic Firefighter (basic 32)	2.0	LEC	M	6:00- 8:50pm	Higgins, Dana	N	3
					LAB	M	6:00- 8:50pm	Higgins, Dana	N	3

(09/13/21 to 12/06/21)

For more information, please contact the Fire Technology Office at 530.251.8829.

0983	FS	64	Instructor 1	2.5	LEC	MTWTh	8:00-11:50am	Weaver, John	N	3
					LEC	MTWTh	1:00- 4:50pm	Weaver, John	N	3
					LEC1	F	8:00-11:50am	Weaver, John	N	3
					LEC1	F	1:00- 4:50pm	Weaver, John	N	3

(12/13/21 to 12/17/21)

A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1291	FS	72	Hazmat First Responder Operati	1.0	LEC	FSSu	8:00-11:50am	Medvin, Bradley	N	3
					LEC	FSSu	1:00- 4:50pm	Medvin, Bradley	N	3

(10/15/21 to 10/17/21)

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1068	FS	80	Firefighter Survival	1.0	LEC	FS	8:00-11:50am	Brown, Robert	N	3
					LEC	FS	1:00- 5:15pm	Brown, Robert	N	3

(10/08/21 to 10/09/21)

A supplemental \$81.00 fee will be charged including a \$5.00 materials fee for student manual flash drive and a \$76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1114	FS	81	Wildland Firefighter Safety	0.5	LEC	F	8:00-11:50am	Robinson, Gary	N	3
					LEC	F	1:00- 5:15pm	Robinson, Gary	N	3

(10/22/21 to 10/22/21)

For more information, please contact the Fire Technology office at 530.251.8829.

1248	FS	81	Wildland Firefighter Safety	0.5	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3
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(12/03/21 to 12/14/21)

2065	FS	92D	Company Officer 2D All-Risk	2.0	LEC	MTWThF	8:00-11:50am	Sherfy, Christian	N	3
					LEC	MTWThF	1:00- 4:50pm	Sherfy, Christian	N	3

(11/29/21 to 12/03/21)

A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

2066	FS	92E	Company Officer 2E: Wildland	2.0	LEC	MTWThF	8:00-11:50am	Brown, Robert	N	3
					LEC	MTWThF	1:00- 4:50pm	Brown, Robert	N	3

(12/06/21 to 12/10/21)

A supplemental State Fire Training CFSTES certification fee of \$141.00 is due to Lassen Community College and will be collected at the time of registration. Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class. For more information, please contact the Fire Technology office at 530.251.8829.

Geographic Information Systems

1245	GIS	1	Fundamentals of GIS4.0	NET	TBA	TBA	Shoemaker, Charles	NET	ONLINE
				NETB	TBA	TBA	Shoemaker, Charles	NET	ONLINE

(09/13/21 to 12/16/21)

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). This must be taken concurrently with GIS-2. For more information, please contact the instructor at cshoemaker@lassencollege.edu.

1246	GIS	2	GIS Data Concepts 3.0	NET	TBA	TBA	Mooney, Teri	NET	ONLINE
				NETB	TBA	TBA	Mooney, Teri	NET	ONLINE

(09/13/21 to 12/16/21)

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The class must be taken concurrently with GIS-1. For more information, please contact the instructor at tmooney@lassencollege.edu.

Geology

0109	GEOL	1	Physical Geology	4.0	LEC	T	1:00- 3:50pm	Fuller, Lynn	MS	112
					LAB	Th	1:00- 3:50pm	Fuller, Lynn	MS	112

Gunsmithing

0218	GSS	49	Gunsmithing Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0222	GSS	50.01	Recoil Pad Install	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(11/01/21 to 11/05/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0258	GSS	50.03	Open Sight Install	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(10/25/21 to 10/29/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0263	GSS	52.01	Gunsmith Machining 2.0 1	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
				LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
				LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101
				LEC1	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
				LEC1	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
				LAB1	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(08/16/21 to 08/27/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0264	GSS	52.02	Gunsmith Machining 2.0 2	LEC	MTThF	7:00- 8:25am	Steele, Clifford	GS	101
				LAB	MTThF	8:25-11:50am	Steele, Clifford	GS	101
				LAB	MTThF	1:00- 5:25pm	Steele, Clifford	GS	101
				LEC1	TWThF	7:00- 8:25am	Bauer, Buck	GS	101
				LAB1	TWThF	8:25-11:50am	Bauer, Buck	GS	101
				LAB1	TWThF	1:00- 5:25pm	Bauer, Buck	GS	101

(08/30/21 to 09/10/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0261	GSS	52.03	Gunsmith Machining 2.0 3	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
				LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
				LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101
				LEC1	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
				LAB1	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
				LAB1	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(09/13/21 to 09/24/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0279	GSS	52.04	Gunsmith Machining 1.0 4	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
				LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
				LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(11/15/21 to 11/19/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0277	GSS	52.05	Gunsmith Machining 1.0 5	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
				LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
				LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101

(11/29/21 to 12/03/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0278	GSS	52.06	Gunsmith Machining 6	1.0	LEC	MTWThF	8:00- 9:10am	Musante, Daniel	GS	101
					LAB	MTWThF	9:10-11:50am	Musante, Daniel	GS	101
					LAB	MTWThF	1:00- 4:30pm	Musante, Daniel	GS	101

(12/06/21 to 12/10/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0303	GSS	54.05	Hard/Temp Steels	1.0	LEC	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LAB	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(09/27/21 to 10/01/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0311	GSS	59.02	Metal Preparation	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101

(10/18/21 to 10/22/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0312	GSS	59.03	Parkerizing	1.0	LEC	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LAB	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(10/04/21 to 10/08/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0313	GSS	59.04	Color Case Hardening	1.0	LEC	MTWF	7:00- 8:25am	Bauer, Buck	GS	101
					LAB	MTWF	8:25-11:50am	Bauer, Buck	GS	101
					LAB	MTWF	1:00- 5:25pm	Bauer, Buck	GS	101

(11/08/21 to 11/12/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0314	GSS	59.05	Rust Bluing	1.0	LEC	TWThF	7:00- 8:25am	Martin, John	VT	104
					LAB	TWThF	8:25-11:50am	Martin, John	VT	104
					LAB	TWThF	1:00- 5:25pm	Martin, John	VT	104

(09/07/21 to 09/10/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0238	GSS	59.07	Niter Bluing and Heat Coloring	1.0	LEC	MTThF	7:00- 8:25am	Mumma, Brent	VT	104
					LAB	MTThF	8:25-11:50am	Mumma, Brent	VT	104
					LAB	MTThF	1:00- 5:25pm	Mumma, Brent	VT	104

(08/30/21 to 09/03/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0315	GSS	59.09	Alternative Metal Finishes	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(10/11/21 to 10/15/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0240	GSS	60.01	Dfr Recoil Auto Sg	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(12/06/21 to 12/10/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0241	GSS	60.02	Dfr Gas Operated Auto Shotguns	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(11/29/21 to 12/03/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0242	GSS	60.04	Dfr Pump Shotguns	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(11/15/21 to 11/19/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0167	GSS	61.01	Dfr Single Action Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(09/20/21 to 09/24/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0168	GSS	61.02	Dfr Smith & Wesson Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(09/27/21 to 10/01/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0245	GSS	61.03	DFR Colt & Ruger Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(10/04/21 to 10/08/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0317	GSS	66.02	Revolver Barrel Fit	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(10/11/21 to 10/15/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0247	GSS	67.01	Blowback Principle	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(10/18/21 to 10/22/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0248	GSS	68.01	Dfr Locked Breech	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(11/01/21 to 11/05/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0249	GSS	68.02	Locked Breech Dbl A1.0	1.0	LEC	MTWF	7:00- 8:25am	Chavez, Robert	VT	104
					LAB	MTWF	8:25-11:50am	Chavez, Robert	VT	104
					LAB	MTWF	1:00- 5:25pm	Chavez, Robert	VT	104

(11/08/21 to 11/12/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0250	GSS	68.03	Dfr Blowback Auto Pistols	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(10/25/21 to 10/29/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0251	GSS	70.01	Dfa Triggers 1	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(08/16/21 to 08/20/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800

0254	GSS	70.02	Dfa Triggers 2	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(08/23/21 to 08/27/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0318	GSS	73.02	Spring Making	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(09/13/21 to 09/17/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

1143	GSS	98.21	Hand Guns Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)

Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1144	GSS	98.22	Dfr Long Guns Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)

Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1145	GSS	98.23	Machine Shop Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)

Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1146	GSS	98.24	Stockmaking Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)

Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

Health

0097	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Tobola, Crystal	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0266	HLTH	2	Personal Health	3.0	LEC	T	8:00- 9:15am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE
This is a hybrid class. 1.5 hours of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1.5 hours of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.										
0267	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Tobola, Crystal	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0269	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Beckwith, Michelle	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0271	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Nyman, Carrie	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0272	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Jones, Hillary	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0530	HLTH	25	Understanding Nutrition	3.0	NET	TBA	TBA	Jones, Hillary	NET	ONLINE
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at hcolby@lassencollege.edu.										
0546	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Nyman, Carrie	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0899	HLTH	25	Understanding Nutrition	3.0	NET	TBA	TBA	Beckwith, Michelle	NET	ONLINE
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mbeckwith@lassencollege.edu.										

Health Occupations

0273	HO	3	Medical Terminology 3.0	3.0	NET	TBA	TBA	Gillespie, Jessica	NET	ONLINE
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jgillespie@lassencollege.edu.										
0718	HO	3	Medical Terminology 3.0	3.0	LEC	W	8:00- 8:50am	Myers, Christi	CA	127
					NET	TBA	TBA	Myers, Christi	NET	ONLINE
This is a hybrid class. One hour per week of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 2 hours of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cmyers@lassencollege.edu.										

0275	HO	49	Health Occupations Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

1238	HO	70	Medical Assisting: Core	7.0	LEC	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					NET	TBA	TBA	Myers, Christi	NET	ONLINE

(08/17/21 to 09/30/21)

A \$200 fee for uniforms and materials will be collected at registration. This is a hybrid class. 80 hours of instruction will be completed in person in a classroom setting on campus. The remaining 45 hours of instruction will be completed online. For more information, please contact the instructors at afiddament@lassencollege.edu or cmyers@lassencollege.edu.

1239	HO	71	Medical Assist Administrative	6.5	LEC	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					LAB	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					NET	TBA	TBA	Myers, Christi	NET	ONLINE

(10/05/21 to 12/16/21)

This is a hybrid class. 124 hours of instruction will be completed in person in a classroom setting on campus. The remaining 37.5 hours of instruction will be completed online. This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. For more information, please contact the instructors at afiddament@lassencollege.edu or cmyers@lassencollege.edu.

1236	HO	80A	Nurse Assistant	6.0	LEC	MWF	5:00- 9:15pm	Braccialini, Elizabeth	CA	113
					LAB	TBA	TBA	Braccialini, Elizabeth	CA	113

(10/04/21 to 12/16/21)

Students will complete 72 hours of lecture instruction in a classroom setting. The remaining 112 hours of lab instruction will be completed at Clinical sites. All clinical compliance requirements must be met prior to enrollment. Uniform and lab fee of \$100 will be collected at registration. Please contact the instructor for clinical site assignments at ebraccialini@lassencollege.edu. For more information, please contact the Nursing Office at 530.251.8870.

1237	HO	80A	Nurse Assistant	6.0	LEC	TTh	8:00- 8:50am	Myers, Christi	CA	127
					NET	TBA	TBA	Myers, Christi	NET	ONLINE
					LAB	TBA	TBA	Myers, Christi	CA	113

(08/16/21 to 05/27/22)

This section intended for High School Pathway program. The Lecture portion of the class will be completed in the Fall 2021 semester by hybrid instruction. 2 hours per week of instruction will be completed in-person on campus in a classroom setting. The remaining 38 hours of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The Lab portion of the class will be completed in the Spring 2022 semester. 112 hours will be completed in-person in a clinical setting at an approved site. All clinical compliance requirements must be met prior to enrollment. Uniform and lab fee of \$100 will be collected at registration. For more information, please contact the instructor at cmyers@lassencollege.edu.

1241	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA
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(10/05/21 to 10/05/21)

This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1242	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA
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(11/02/21 to 11/02/21)

This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1243	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA
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(12/07/21 to 12/07/21)

This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1897	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	CA	113
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(09/07/21 to 09/07/21)

This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for more information.

History

0286	HIST	14	World History, Beginning 1500	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0757	HIST	14	World History, Beginning 1500	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0804	HIST	14	World History, Beginning 1500	3.0	LEC	T	11:00-12:15pm	Baker, Colleen	HU	201
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1082	HIST	15	World History, 1500 to Present	3.0	NET	TBA	TBA	Baker, Colleen	NET	ONLINE
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This is class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1131	HIST	15	World History, 1500 to Present	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0122	HIST	16	U.S. History	3.0	COR	TBA	TBA	Wilkerson, Robert	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0507	HIST	16	U.S. History	3.0	NET	TBA	TBA	Poulsen, Toni	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at tpoulsen@lassencollege.edu.

0531 HIST 16 U.S. History 3.0 COR TBA TBA Wilkerson, Robert FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0564 HIST 16 U.S. History 3.0 LEC T 9:30-10:45am Poulsen, Toni HU 201
NET TBA TBA Poulsen, Toni NET ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0015 HIST 17 Post Civil War - U. S.3.0 LEC MW 8:00- 8:50am Poulsen, Toni HU 201
History NET TBA TBA Poulsen, Toni NET ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1 hour of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0288 HIST 17 Post Civil War - U. S.3.0 COR TBA TBA Wilkerson, Robert FCI CDCR
History

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0822 HIST 17 Post Civil War - U. S.3.0 COR TBA TBA Romero, Thomas FCI CDCR
History

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Human Services

1085	HUS	10	Intr Social Work Human Service	3.0	LEC	Th	9:30-10:45am	Baker, Colleen	HU	206
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours per week of instruction will be completed in a face-to-face classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

0938	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0939	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0965	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0301	HUS	49	Human Services Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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Humanities

0291	HUM	1	Prehistoric to 1600	3.0	COR	TBA	TBA	Romero, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0292	HUM	1	Prehistoric to 1600	3.0	COR	TBA	TBA	Porter, Joelle	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1111	HUM	1	Prehistoric to 1600	3.0	NET	TBA	TBA	Porter, Joelle	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at jporter@lassencollege.edu.

0621	HUM	2	1600 to Present	3.0	COR	TBA	TBA	Romero, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0636	HUM	2	1600 to Present	3.0	COR	TBA	TBA	Porter, Joelle	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Interdisciplinary Studies

1244 IDS 1 Intro to Sign Lang 4.0 NET TBA TBA Staff NET ONLINE

This class is offered online. For more information, please contact the instructor at jminkler@lassencollege.edu.

Mathematics

0639 MATH 1A Geometry/Calculus I 5.0 SNC MWF 11:00-12:25pm McClellan, Natalia ZOOM MEETING

This is a synchronous online class (LIVE online classes in real time in a virtual classroom with Zoom meetings). The class will meet live online MWF 11:00AM-12:25PM. Attendance is expected just as in an on-campus face-to-face class. For more information, please contact the instructor at nmcclellan@lassencollege.edu.

1112 MATH 7 Trigonometry 3.0 NET TBA TBA Schofield, Robert NET ONLINE

Must be taken along with non-credit MATH-167-N1107. This class is offered online using OPTIONAL synchronous (LIVE online classes in real time in a virtual Zoom classroom) meetings with Zoom on Thursdays 11:00AM - 12:15PM. The remainder of the class will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). The synchronous Zoom class meetings will be recorded in the event you are unable to attend. For more information, please contact the instructor at rschofield@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0323 MATH 40 Elementary Statistics 3.0 COR TBA TBA Ng, Jackson FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This class to be taken along with MATH-164-I1089.

0717 MATH 40 Elementary Statistics 3.0 LEC TTh 8:00- 9:15am Ng, Jackson MS 121

This class to be taken along with MATH-164-M1230.

0783 MATH 40 Elementary Statistics 3.0 NET TBA TBA McClellan, Natalia NET ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at nmcclellan@lassencollege.edu. The class to be taken along with MATH-164-N1097.

0837 MATH 40 Elementary Statistics 3.0 SNC T 11:00-11:50am Eckley, Noelle ZOOM MEETING
NET TBA TBA Eckley, Noelle NET ONLINE

MATH-40 is offered online using one MANDATORY synchronous meeting per week (LIVE online classes in real time in a virtual classroom by Zoom). The Zoom class will be on Tuesdays 11:00AM- 11:50AM. The remainder of the class will be completed using asynchronous online lessons (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). ****FREE ONLINE CALCULATORS** will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu. This class to be taken along with MATH-164-N1096.

0838 MATH 40 Elementary Statistics 3.0 LEC MW 12:00-12:50pm Eckley, Noelle MS 121
NET TBA TBA Eckley, Noelle NET ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed in person on campus in a classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). ****FREE ONLINE CALCULATORS** will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencolleg.edu.

0839	MATH	40	Elementary Statistics3.0	LEC	MW	10:00-10:50am	Ng, Jackson	MS	121
				NET	TBA	TBA	Ng, Jackson	NET	ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed in person on campus in a classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (Work online on your own time while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). For more information, please contact the instructor at jng@lassencollege.edu. This class must be taken along with MATH-164-N1235.

1064	MATH	40	Elementary Statistics3.0	COR	TBA	TBA	Ng, Jackson	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-164-I1099.

1066	MATH	40	Elementary Statistics3.0	COR	TBA	TBA	Ng, Jackson	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-164-I1102.

0860	MATH	60	Intermediate Algebra 4.0	COR	TBA	TBA	Benes Wilson, Monica	FCI	CDCR
				CORB	TBA	TBA	Benes Wilson, Monica	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0861	MATH	60	Intermediate Algebra 4.0	COR	TBA	TBA	Eckley, Noelle	FCI	CDCR
				CORB	TBA	TBA	Eckley, Noelle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0862	MATH	60	Intermediate Algebra 4.0	COR	TBA	TBA	Beckwith, Allison	FCI	CDCR
				CORB	TBA	TBA	Beckwith, Allison	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0893	MATH	60	Intermediate Algebra 4.0	NET	TBA	TBA	Schofield, Robert	NET	ONLINE
				NETB	TBA	TBA	Schofield, Robert	NET	ONLINE

Math 60 will be offered online using OPTIONAL synchronous (LIVE online classes in real time in a virtual Zoom classroom) meetings with Zoom on Thursdays during your scheduled class time (9:30AM-10:45AM) and online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) for the rest of the class hours. The synchronous Zoom class meetings will be recorded in the event you are unable to attend. For more information, please contact the instructor at rschofield@lassencollege.edu.

1089	MATH	164	Elementary Statistics0.0 Lab	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This class to be taken along with MATH-40-I0323.

1096	MATH	164	Elementary Statistics0.0 Lab	NETB	TBA	TBA	Eckley, Noelle	NET	ONLINE
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MATH-164 is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). This class must be taken along with MATH-40-N0837. **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu.

1097	MATH	164	Elementary Statistics0.0 Lab	NETB	TBA	TBA	McClellan, Natalia	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at nmcclellan@lassencollege.edu. The class to be taken along with MATH-40-N0783.

1099	MATH	164	Elementary Statistics0.0 Lab	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-40-I1064.

1102	MATH	164	Elementary Statistics0.0 Lab	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-40-I1066.

1230	MATH	164	Elementary Statistics0.0 Lab	LAB	TTh	9:30-10:45am	Ng, Jackson	MS	121
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This section must be taken along with MATH-40-M0717.

1234	MATH	164	Elementary Statistics0.0 Lab	NETB	TBA	TBA	Eckley, Noelle	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu. The class to be taken along with MATH-40-Y0838.

1235	MATH	164	Elementary Statistics0.0 Lab	NETB	TBA	TBA	Ng, Jackson	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jng@lassencollege.edu. This class to be taken along with MATH-40-Y0839.

1107	MATH	167	Trigonometry Lab 0.0	NETB	TBA	TBA	Schofield, Robert	NET	ONLINE
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Must be taken along with MATH-7-N1112. This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). For more information, please contact the instructor at rschofield@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

Music

0813	MUS	6	Music History From 3.0	LEC	TTh	9:30-10:45am	Mullin, Liudmila	CA	127
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TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information at lmullin@lassencollege.edu.

1106	MUS	12	Music Appreciation 3.0	LEC	T	11:00-12:15pm	Mullin, Liudmila	CA	127
				NET	TBA	TBA	Mullin, Liudmila	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronousl online set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lmullin@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

PE Activity

0353	PEAC	2A	Men's Varsity Soccer	3.0	LAB	MTWThF	1:00- 2:50pm	Machin, Alex	SCCR	FIELD
0391	PEAC	2C	Women's Varsity Soccer	3.0	LAB	MTWThF	3:00- 4:50pm	Staff	SCCR	FIELD
0985	PEAC	5A	Men's Varsity Basketball-Fall	2.0	LAB	MTWThF	1:00- 2:50pm	Freedman, William	SC	GYM
(10/01/21 to 12/16/21)										
0357	PEAC	5B	Pre-Season Skills Basketball	1.5	LAB	MTWThF	11:00- 1:10pm	Jackson, Derrick	SC	GYM
(08/16/21 to 09/30/21)										
This section intended for Womens' Basketball Skills.										
0730	PEAC	5B	Pre-Season Skills Basketball	1.5	LAB	MTWThF	1:00- 3:10pm	Freedman, William	SC	GYM
(08/16/21 to 09/30/21)										
This section intended for Men's Basketball Skills.										
0348	PEAC	5C	Womens Varsity Basketball-Fall	2.0	LAB	MTWThF	11:00-12:50pm	Jackson, Derrick	SC	GYM
(10/01/21 to 12/16/21)										
0966	PEAC	6	Varsity Wrestling	3.0	LAB	MTWThF	2:00- 3:50pm	Brown, Lance	SC	119
0489	PEAC	7D	Off-Season Skills Baseball	3.0	LAB	MWThF	2:00- 4:20pm	Avilla, Frank	MEM	PARK
0753	PEAC	7D	Off-Season Skills Baseball	3.0	LAB	MWThF	2:00- 4:20pm	Staff	MEM	PARK
0967	PEAC	9	Women's Varsity Volleyball	3.0	LAB	MTWThF	3:00- 4:50pm	Erickson, Julia	SC	GYM
0363	PEAC	10D	Off-Season Skills Softball	3.0	LAB	MTWThF	12:00- 1:50pm	Staff	SC	SBALL
0372	PEAC	32D	Fitness Center	1.0	LAB	TTh	11:00-12:15pm	Nyman, Carrie	SC	118

Philosophy

0346	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0591	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0593	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Physical Education

0599	PE	15	Introduction to Kinesiology	3.0	NET	TBA	TBA	Nyman, Carrie	NET	ONLINE
					NET1	TBA	TBA	Staff	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cnyman@lassencollege.edu.

Physical Science

0392	PHSC	1	General Physical Science	3.0	NET	TBA	TBA	Perdue, Leslie	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lperdue@lassencollege.edu.

Physics

0761	PHYS	2A	General College Physics I	4.0	SNC	MWF	8:00- 8:50am	McClellan, Natalia	ZOOM MEETIN G
					SNCB	MWF	9:00- 9:50am	McClellan, Natalia	ZOOM MEETIN G

This class will be completed synchronous online (LIVE online classes in real time in a virtual classroom by Zoom). The class will meet live online by Zoom meetings MWF 8:00AM-8:50AM for lecture and MWF 9:00AM-9:50AM for lab. Attendance is expected just as in a face-to-face class. For more information, please contact the instructor at nmcclellan@lassencollege.edu.

Political Science

0395	PLSC	1	American Institutions	3.0	LEC	MW	9:00- 9:50am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information. This is a hybrid class. 2 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1 hour of instruction per week will be completed asynchronously online set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0950	PLSC	1	American Institutions	3.0	COR	TBA	TBA	Poulsen, Toni	FCI	CDCR
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TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the Correspondence Office for more information. This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1008	PLSC	1	American Institutions	3.0	COR	TBA	TBA	Poulsen, Toni	FCI	CDCR
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TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the Correspondence Office for more information. This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Psychology

0402	PSY	1	Introduction to Psychology	3.0	LEC	TTh	11:00-12:15pm	Kareck, Thomas	HU	206
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**THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0404	PSY	1	Introduction to Psychology	3.0	COR	TBA	TBA	Kareck, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0406	PSY	1	Introduction to Psychology	3.0	NET	TBA	TBA	Beckwith, Sandra	NET	ONLINE
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(09/07/21 to 12/16/21)

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0407	PSY	1	Introduction to Psychology	3.0	COR	TBA	TBA	Kareck, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0408	PSY	1	Introduction to Psychology	3.0	NET	TBA	TBA	Beckwith, Sandra	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0506	PSY	1	Introduction to Psychology	3.0	COR	TBA	TBA	Kareck, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0517	PSY	1	Introduction to Psychology	3.0	COR	TBA	TBA	Freeman, Micah	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0620	PSY	1	Introduction to Psychology	3.0	COR	TBA	TBA	Freeman, Micah	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0409	PSY	6	Abnormal Psychology	3.0	COR	TBA	TBA	Beckman, Lisa	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0704	PSY	6	Abnormal Psychology	3.0	COR	TBA	TBA	Beckman, Lisa	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0705	PSY	6	Abnormal Psychology	3.0	NET	TBA	TBA	Mesloh, K	NET	ONLINE
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This is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

1233	PSY	6	Abnormal Psychology	3.0	COR	TBA	TBA	Beckman, Lisa	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0687	PSY	18	Life Span Development	3.0	LEC	TTh	9:30-10:45am	Kareck, Thomas	HU	107
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****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0688	PSY	18	Life Span Development	3.0	NET	TBA	TBA	Beckwith, Sandra	NET	ONLINE
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(09/07/21 to 12/16/21)

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at sbeckwith@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0414	PSY	31	Conceptn- Adolescenc	3.0	NET	TBA	TBA	Freeman, Micah	NET	ONLINE
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This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mfreeman@lassencollege.edu.

0418	PSY	33	Personal and Social Adjustment	3.0	LEC	T	9:30-10:45am	Baker, Colleen	HU	206
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1163	PSY	33	Personal and Social Adjustment	3.0	NET	TBA	TBA	Baker, Colleen	NET	ONLINE
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This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1231	PSY	33	Personal and Social Adjustment	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1232	PSY	33	Personal and Social Adjustment	3.0	COR	TBA	TBA	Kareck, Thomas	FCI	CDCR
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This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Sociology

0076 SOC 1 Introduction to Sociology 3.0 NET TBA TBA Schofield, Monique NET ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at mschofield@lassencollege.edu. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0159 SOC 1 Introduction to Sociology 3.0 COR TBA TBA Gardiner, Lisa FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0422 SOC 1 Introduction to Sociology 3.0 COR TBA TBA Gardiner, Lisa FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

6333 SOC 1 Introduction to Sociology 3.0 COR TBA TBA Gardiner, Lisa FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. ****THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK.** Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0423 SOC 2 Social Problems 3.0 NET TBA TBA Jordan, Rebecca NET ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at rjordan@lassencollege.edu.

0428 SOC 2 Social Problems 3.0 COR TBA TBA Bollinger, Kathleen FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0694 SOC 3 Family Relations 3.0 COR TBA TBA Alberico, Lynda FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0794 SOC 3 Family Relations 3.0 COR TBA TBA Alberico, Lynda FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0797 SOC 3 Family Relations 3.0 COR TBA TBA Clain, Kimberly FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1056 SOC 4 Introduction to Gender 3.0 NET TBA TBA Schofield, Monique NET ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mschofield@lassencollege.edu.

Speech

0426 SPCH 1 Public Speaking 3.0 COR TBA TBA Pfanku, Kristin FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0429 SPCH 1 Public Speaking 3.0 LEC M 5:30- 7:20pm Rotlisberger, Laura HU 107
NET TBA TBA Rotlisberger, Laura NET ONLINE

This is a hybrid class. The class will meet on-campus in a face-to-face classroom setting for 2 hours per week. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lrotlisberger@lassencollege.edu.

0430 SPCH 1 Public Speaking 3.0 LEC TTh 11:00-12:15pm Rotlisberger, Laura HU 107

Vocational Nursing

1285 VN 50 Pharmacology 4.0 LEC MF 8:45-11:55am Wisner, Celeste CA 102

(08/16/21 to 10/25/21)

Must be accepted into the Nursing Program prior to registration for this class. Students will complete 68 hours of instruction. For more information and to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructor at cwisner@lassencollege.edu.

1286 VN 51 Nursing Fundamentals 4.0 LEC MF 1:00- 4:10pm Myers, Christi CA 102

(08/16/21 to 10/25/21)

Must be accepted into the Nursing Program prior to registration for this class. Students will complete 68 hours of instruction. Uniform and lab fee of \$300 will be collected at registration. For more information and to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu.

1903 VN 52 Clinical Lab 1 7.0 LAB TWTh 7:00- 4:10pm Wisner, Celeste CA 113

LAB TWTh 7:00- 4:10pm Gray, Heidi CA 113

LAB1 TWTh 7:00- 4:10pm Gray, Heidi CA 113

LAB1 TWTh 7:00- 4:10pm Wisner, Celeste CA 113

(08/16/21 to 11/16/21)

Must be accepted into the Nursing Program prior to registration for this class. Students will complete 357 hours of clinical instruction. For more information, to obtain a class schedule calendar, and to receive clinical site assignments, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwisner@lassencollege.edu and hgray@lassencollege.edu.

1293 VN 53 Adult Nursing Theory 7.0 LEC MF 8:30- 3:20pm Gray, Heidi CA 102

LEC1 MF 8:30- 3:20pm Wisner, Celeste CA 102

LEC2 MF 8:30- 3:20pm Gray, Heidi CA 102

LEC3 MF 8:30- 3:20pm Wisner, Celeste CA 102

(10/29/21 to 01/31/22)

Must be accepted into the Nursing Program prior to registration for this class. For more information, to obtain a class schedule calendar, and to receive clinical site assignments, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwisner@lassencollege.edu and hgray@lassencollege.edu.

1294 VN 54 Clinical Lab II 6.0 LAB TWTh 7:00- 4:15pm Gray, Heidi CA 113

LAB TWTh 7:00- 4:15pm Wisner, Celeste CA 113

LAB1 TWTh 7:00- 4:15pm Wisner, Celeste CA 113

LAB1 TWTh 7:00- 4:15pm Gray, Heidi CA 113

(11/17/21 to 03/03/22)

Must be accepted into the Nursing Program prior to registration for this class. Students will complete 306 hours of instruction. For more information, to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwisner@lassencollege.edu and hgray@lassencollege.edu.

Welding Technology

0432 WT 20 Power Plnt/Fld Pipe 3.0 LEC T 5:00- 5:50pm Konkol, Kory TR 103

LAB TTh 6:00- 8:50pm Konkol, Kory TR 103

0435 WT 21 Power Plnt/Fld Pipe 3.0 LEC Th 5:00- 6:00pm Konkol, Kory TR 103

LAB TTh 6:00- 8:50pm Konkol, Kory TR 103

0434	WT	22	Power Plnt/Fld Pipe	3.0	LEC	T	4:00- 4:50pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103
0596	WT	23	Power Plnt/Fld Pipe	3.0	LEC	Th	4:00- 4:50pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103
0963	WT	31	Gtaw for Gunsmiths	3.0	LEC	MW	6:00- 6:30pm	Schmidt, Robert	TR	102
					LAB	MW	6:30- 9:25pm	Schmidt, Robert	TR	102

(08/16/21 to 12/08/21)

Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800

0440	WT	36	Wldg Thry&prac-Oxy	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0441	WT	36	Wldg Thry&prac-Oxy	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0662	WT	36	Wldg Thry&prac-Oxy	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0450	WT	37	Wldg Thry&prac-Shld	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0454	WT	37	Wldg Thry&prac-Shld	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0659	WT	37	Wldg Thry&prac-Shld	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0460	WT	38	Wldg Thry&prac-Gas	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0461	WT	38	Wldg Thry&prac-Gas	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0467	WT	38	Wldg Thry&prac-Gas	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0470	WT	39	Wldg Thry&prac-Gas	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0471	WT	39	Wldg Thry&prac-Gas	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0477	WT	39	Wldg Thry&prac-Gas	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0544	WT	42	Intermediate Smaw	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0553	WT	42	Intermediate Smaw	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0556	WT	43	Advanced Smaw	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103

0557	WT	43	Advanced Smaw	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0559	WT	44	Gas Metal Arc Welding	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0560	WT	44	Gas Metal Arc Welding	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0572	WT	45	Gas Tungsten Arc Welding	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0577	WT	45	Gas Tungsten Arc Welding	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0215	WT	49	Welding Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0776	WT	51	Blueprint and Symbol Reading	2.0	LEC	MW	8:00- 8:50am	Konkol, Kory	TR	103
0998	WT	52	Robotic Operations/Programming	3.0	LEC	T	11:00-11:50am	Konkol, Kory	TR	102
					LAB	TTh	12:00- 2:50pm	Konkol, Kory	TR	103

For more information, please contact the instructor at kkonkol@lassencollege.edu or 530.251.8887.

Work Experience

0217	WE	1	General Work Experience	1.0-6.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0529	WE	1	General Work Experience	1.0-6.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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(10/18/21 to 12/16/21)

All Work Experience students are required to attend A MANDATORY ORIENTATION. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information and to schedule the Orientation meeting, please contact lgardiner@lassencollege.edu or 530.251.8856.

0153	WE	2	Occup. Work Exper.	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205
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All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.



Institution Set Standards

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and applicable accreditation standards. This document provides insight on the associated data elements and methodology used to determine goals for these standards.

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years, Baseline and Stretch goals are derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 using state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation, with the dates of these approvals being annotated at the end of this document.

ISS #1: Completion Rate

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database.

Baseline Goal = **71.20%**; Stretch Goal = **73.48%**

ISS #2: Fall-to-Fall Retention Rate

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database.

Baseline Goal = **28.82%**; Stretch Goal = **30.75%**

ISS #3: Number of Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **214**; Stretch Goal = **261**

ISS #4: Number of Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **134**; Stretch Goal = **144**

ISS #5: Four-Year Transfer Rate

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool and Student Centered Funding Formula (SCFF) 'Exhibit C' reports to report transfers to four-year California state schools by fiscal year.

Baseline Goal = **55**; Stretch Goal = **64**

ISS #6: Licensure Pass Rate

The institution set standards were developed based on the longitudinal data and historical precedence for licensure exams for the following program(s).

Vocational Nursing Baseline Goal = **85.00%** Pass Rate; Stretch Goal = **90.00%** Pass Rate

ISS #7: Job Placement Rates

The Baseline Employment Performance Goal for all programs listed below is **61.47%** and the Stretch Goal is **66.09%**, based on the standards published in the Perkins IV Performance Trend Reports for the most recent two years. This CTE Perkins VI core indicators (Core IV - Employment) data can be accessed at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Administrative of Justice

- Associate in Science Degree in Administration of Justice for Transfer
- Associate in Art Degree Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences (transfer)
- Associate in Science in Agriculture Animal Science for Transfer (transfer)
- Associate in Science in Agriculture Business for Transfer (transfer)
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business
- Certificate of Accomplishment Agriculture Irrigation

Allied Health/Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment Basic Mechanics
- Certificate of Accomplishment in Electrical
- Certificate of Completion in Automotive Chassis and Maintenance (non-credit)

Business

- Associate in Science Degree in Business Administration for Transfer (transfer)
- Associate in Arts Degree in Economics for Transfer (transfer)
- Certificate of Achievement Administrative Office Technician
- Certificate of Achievement in Geographic Information Systems
- Certificate of Completion IT Support Specialist (non-credit)

Child Development

- Associate in Science Degree in Early Childhood Education for Transfer (transfer)
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment of Child Development-Associate Teacher

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Achievement Basic Wildland Firefighter
- Certificate of Accomplishment in Fire Technology

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology

Approved by Academic Senate: (March 24, 2021)
Approved by Consultation Council: (April 12, 2021)
Approved by Governing Board: (May 11, 2021)



Book	Chapter 2 - Board of Trustees
Section	Policies
Title	Board Policy and Administrative Procedure
Code	BP 2410
Status	Active
Adopted	September 8, 2009
Last Reviewed	July 9, 2019

Lassen Community College District Policy

CCLC No. 2410

Board of Trustees

BP 2410 Board Policy and Administrative Procedure

References:

Education Code Section 70902;

ACCJC Accreditation Standard IV.B.1.b and e

The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote in accordance with AP 2410.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall provide each member of the Board with copies of the administrative procedures. The Board of Trustees reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the Lassen Community College website at www.lassencollege.edu and through the college's eGovernance system (BoardDocs) link on the front page of the website.

Reviewed May 13, 2014

Reviewed, revised and approved by Board July 9, 2019

Lassen Community College BP/AP Review Schedule

Ch ap	Chapter Title:	Responsible Entity / Department:	BP or AP	BP/AP #:	BP/AP Title:	Last Board of Trustees Review	Last Consultatio n Council	Next Department Review Date	Next Academic Committee	Next Consultatio n Council	Next Board of Trustees Review Date	Notes:
1	The District	President	BP	BP 1100	Lassen Community College District	12/15/2020	?	May-2026	Aug-2026	Aug-2026	Dec-2026	
1	The District	President	BP	BP 1200	Mission	12/15/2020	?	May-2026	Aug-2026	Aug-2026	Dec-2026	
2	Board of Trustees	Board of Trustees	BP	BP 2000	Legal Basis and Authority	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2010	Board Membership	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2015	Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2100	Board Elections	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2105	Election of Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2110	Vacancies on the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2130	Term Limits	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2200	Board Duties and Responsibilities	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2210	Officers	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2220	Committees of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2305	Annual Organizational Meeting	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2310	Regular Meetings of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2315	Closed Sessions	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2320	Special and Emergency Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2330	Quorum and Voting	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2340	Agendas	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2345	Public Participation at Board Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2350	Speakers	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2355	Decorum	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2360	Minutes	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2365	Recording	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2410	Board Policy and Administrative Procedure	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2430	Delegation of Authority to Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2431	Superintendent/President Selection	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2432	Superintendent/President Succession	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2433	Duties and Responsibilities of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2435	Evaluation of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2510	Participation in Local Decision-Making	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
35		2	Board of Trustees	Board of Trustees	BP	BP 2610	Presentation of Initial Collective Bargaining Proposals	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
36		2	Board of Trustees	Board of Trustees	BP	BP 2710	Conflict of Interest	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
37		2	Board of Trustees	Board of Trustees	BP	BP 2715	Code of Ethics/Standards of Practice	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
38		2	Board of Trustees	Board of Trustees	BP	BP 2716	Political Activity	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
39		2	Board of Trustees	Board of Trustees	BP	BP 2717	Personal Use of Public Resources	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
40		2	Board of Trustees	Board of Trustees	BP	BP 2720	Communications Among Board Members	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
41		2	Board of Trustees	Board of Trustees	BP	BP 2725	Board Member Compensation	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
42		2	Board of Trustees	Board of Trustees	BP	BP 2730	Board Member Health Benefits	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
43		2	Board of Trustees	Board of Trustees	BP	BP 2735	Board Member Travel	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
44		2	Board of Trustees	Board of Trustees	BP	BP 2740	Board Education	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
45		2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
46		2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation Form	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
47		2	Board of Trustees	Board of Trustees	AP	AP 2015	Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
48		2	Board of Trustees	Board of Trustees	AP	AP 2100	Board Elections	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
49		2	Board of Trustees	Board of Trustees	AP	AP 2105	Election of Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
50		2	Board of Trustees	Board of Trustees	AP	AP 2110	Vacancies on the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
51		2	Board of Trustees	Board of Trustees	AP	AP 2200	Board Duties and Responsibilities	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
52		2	Board of Trustees	Board of Trustees	AP	AP 2220	Committees of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
53		2	Board of Trustees	Board of Trustees	AP	AP 2320	Special and Emergency Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
54		2	Board of Trustees	Board of Trustees	AP	AP 2340	Agendas	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
55		2	Board of Trustees	Board of Trustees	AP	AP 2345	Public Participation at Board Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
56		2	Board of Trustees	Board of Trustees	AP	AP 2360	Minutes	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
57		2	Board of Trustees	Board of Trustees	AP	AP 2365	Recording	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
58		2	Board of Trustees	Board of Trustees	AP	AP 2410	Board Policy and Administrative Procedure	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
59		2	Board of Trustees	Board of Trustees	AP	AP 2430	Delegation of Authority to Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
60		2	Board of Trustees	Board of Trustees	AP	AP 2431	Superintendent/President Selection	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
61		2	Board of Trustees	Board of Trustees	AP	AP 2435	Evaluation of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
62		2	Board of Trustees	Board of Trustees	AP	AP 2510	Participation in Local Decision-Making	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
63		2	Board of Trustees	Board of Trustees	AP	AP 2710	Conflict of Interest	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
64		2	Board of Trustees	Board of Trustees	AP	AP 2712	Conflict of Interest Code	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
65		3	General Institution	President's Office	BP	BP 3050	Institutional Code of Ethics	12/9/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	CH 3 BP's Policy
66		3	General Institution	President's Office	BP	BP 3100	Organizational Structure	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	Committee Appvd
67		3	General Institution	President's Office	BP	BP 3200	Accreditation	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	7.13.21
68		3	General Institution	President's Office	BP	BP 3250	Institutional Planning	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
69		3	General Institution	President's Office	BP	BP 3280	Grants	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
70		3	General Institution	President's Office	BP	BP 3300	Public Records	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
71		3	General Institution	President's Office	BP	BP 3310	Records Retention and Destruction	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
72		3	General Institution	President's Office	BP	BP 3410	Nondiscrimination	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
73		3	General Institution	President's Office	BP	BP 3420	Equal Employment Opportunity	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
74		3	General Institution	President's Office	BP	BP 3430	Prohibition of Harassment	2/11/2020	6/7/2021	May-2025	Aug-2025	Sep-2025	Sep-2021	
75		3	General Institution	President's Office	BP	BP 3433	Prohibition of Sexual Harassment Under Title IX (NEW)	?	6/7/2021	?	?	?	Sep-21	
76				President's Office	BP	BP 3440	Service Animals	12/6/2011				Jul-21	Sep-21	
77		3	General Institution	President's Office	BP	BP 3500	Campus Safety	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
78		3	General Institution	President's Office	BP	BP 3502	Security Cameras on Campus	8/14/2018	6/7/2021	Nov-2023	Feb-2024	Mar-2024	Sep-2021	
79		3	General Institution	President's Office	BP	BP 3503	Missing Student Notification	?	2/22/2021				Sep-2021	
80		3	General Institution	President's Office	BP	BP 3505	Emergency Response Plan	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
81		3	General Institution	President's Office	BP	BP 3510	Workplace Violence Plan	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
82		3	General Institution	President's Office	BP	BP 3515	Reporting of Crimes	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
83		3	General Institution	President's Office	BP	BP 3518	Child Abuse Reporting	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
84		3	General Institution	President's Office	BP	BP 3520	Local Law Enforcement	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
85		3	General Institution	President's Office	BP	BP 3530	Weapons on Campus	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
86		3	General Institution	President's Office	BP	BP 3540	Sexual and Other Assaults on Campus	2/11/2020	6/7/2021	May-2025	Aug-2025	Sep-2025	Sep-2021	
87		3	General Institution	President's Office	BP	BP 3550	Drug Free Environment and Drug Prevention Program	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
88		3	General Institution	President's Office	BP	BP 3560	Alcoholic Beverages	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
89		3	General Institution	President's Office	BP	BP 3570	Smoking on Campus	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
90		3	General Institution	President's Office	BP	BP 3600	Auxiliary Organizations	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
91		3	General Institution	President's Office	BP	BP 3710	Securing of Copyright	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
92		3	General Institution	President's Office	BP	BP 3715	Intellectual Property	12/6/2011	6/7/2021	Mar-2017	Jun-2017	Jul-2017	Sep-2021	
93		3	General Institution	President's Office	BP	BP 3720	Computer and Network Use	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
94		3	General Institution	President's Office	BP	BP 3810	Claims Against the District	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
95		3	General Institution	President's Office	BP	BP 3820	Gifts	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
96		3	General Institution	President's Office	BP	BP 3900	Animals on Campus	12/6/2011	6/7/2021	Mar-2017	Jun-2017	Jul-2017	Dec-2017	
97		3	General Institution	President's Office	BP	BP 3902	Speech: Time, Place and Manner	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Dec-2021	
98		3	General Institution	President's Office	AP	AP 3050	Institutional Code of Ethics	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
99		3	General Institution	President's Office	AP	AP 3100	Organizational Structure	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
100		3	General Institution	President's Office	AP	AP 3200	Accreditation	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
101				President's Office	AP	AP 3225	Institutional Effectiveness	N/A	?	?	?	06.07.2021	N/A	
102		3	General Institution	President's Office	AP	AP 3250	Institutional Planning	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
103		3	General Institution	President's Office	AP	AP 3280	Grants	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	

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104		3	General Institution	President's Office	AP	AP 3300	Public Records	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
105		3	General Institution	President's Office	AP	AP 3310	Records Retention and Destruction	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
106		3	General Institution	President's Office	AP	AP 3410	Nondiscrimination	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
107				President's Office	AP	AP 3415	Immigration Enforcement Activities	N/A	?	?	?	06.07.2021	N/A	
108		3	General Institution	President's Office	AP	AP 3420	Equal Opportunity Employment	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
109		3	General Institution	President's Office	AP	AP 3430	Prohibition of Harassment	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
110		3	General Institution	President's Office	AP	AP 3433	Prohibition of Sexual Harassment Under Title IX (NEW)	N/A	?	?	?	?	N/A	Vic (CC 8/21)
111		3	General Institution	President's Office	AP	AP 3434	Responding to Harassment Based on Sex under Title IX (NEW)	N/A	?	?	?	?	N/A	Vic (CC 8/21)
112		3	General Institution	President's Office	AP	AP 3435	Discrimination and Harassment Investigations	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
113				President's Office	AP	AP 3440	Service Animals	N/A	?	?	?	06.07.2021	N/A	
114		3	General Institution	President's Office	AP	AP 3500	Campus Safety	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
115				President's Office	AP	AP 3501	Campus Security and Access	N/A	?	?	?	06.07.2021	N/A	
116		3	General Institution	President's Office	AP	AP 3502	Security Cameras on Campus	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
117		3	General Institution	President's Office	AP	AP 3503	Missing Student Notification	N/A	2/22/2021			06.07.2021	N/A	
118		3	General Institution	President's Office	AP	AP 3505	Emergency Response Plan	N/A	9/4/2014	May-2020	Aug-2020	08.09.2021	N/A	
119		3	General Institution	President's Office	AP	AP 3510	Workplace Violence	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
120		3	General Institution	President's Office	AP	AP 3515	Reporting of Crimes	N/A	9/4/2014	May-2020	Aug-2020	07.12.2021	N/A	
121		3	General Institution	President's Office	AP	AP 3516	Registered Sex Offender Information	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
122		3	General Institution	President's Office	AP	AP 3518	Child Abuse Reporting	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
123				President's Office	AP	AP 3520	Local Law Enforcement	N/A	?	?	?	06.07.2021	N/A	
124		3	General Institution	President's Office	AP	AP 3530	Weapons on Campus	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
125		3	General Institution	President's Office	AP	AP 3540	Sexual and Other Assaults on Campus	N/A	#####	Sep-2023	Nov-2023	06.07.2021	N/A	
126		3	General Institution	President's Office	AP	AP 3550	Drug Free Environment and Drug Prevention	N/A	?	?	?	06.07.2021	N/A	
127		3	General Institution	President's Office	AP	AP 3560	Alcohol Beverages	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
128		3	General Institution	President's Office	AP	AP 3570	Smoking on Campus	N/A	4/23/2015			06.07.2021	N/A	
129		3	General Institution	President's Office	AP	AP 3600	Auxiliary Organizations	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
130		3	General Institution	President's Office	AP	AP 3710	Securing of Copyright	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
131		3	General Institution	President's Office	AP	AP 3715	Intellectual Property	N/A	2/22/2017			06.07.2021	N/A	
132		3	General Institution	President's Office	AP	AP 3720	Computer and Network Use	N/A	3/25/2019	Dec-2025	Feb-2026	06.07.2021	N/A	
133				President's Office	AP	AP 3725	Information and Communications Technology Accessibility & Acceptable Use	N/A	?	?	?	06.07.2021	N/A	
134		3	General Institution	President's Office	AP	AP 3750	Use of Copyrighted Material	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
135				President's Office	AP	AP 3800	Personal Data Protection	N/A	?	?	?	06.07.2021	N/A	
136				President's Office	AP	AP 3810	Claims Against the District	N/A	?	?	?	06.07.2021	N/A	
137				President's Office	AP	AP 3820	Gifts	N/A	?	?	?	06.07.2021	N/A	

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138				President's Office	AP	AP 3900	Speech: Time, Place, and Manner	N/A	?	?	?	06.07.2021	N/A	
139		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4000	Instructional Programs	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
140		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4010	Academic Calendar	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
141		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4020	Program, Curriculum, and Course Development	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
142		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4022	Program and Course Approval	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
143		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4023	Syllabi	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
144		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4024	Hours and Units	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
145		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4025	Philosophy and Criteria for Associate Degree and General Education	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
146		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4030	Academic Freedom	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
147		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4040	Library and Other Instructional Support Services	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
148		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4050	Articulation	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
149		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4060	Delineation of Functions Agreements	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
150		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4070	Auditing and Auditing Fees	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
151		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4080	Class Size	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
152		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4090	Guest Speakers	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
153		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4100	Graduation Requirements for Degrees and Certificates	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
154		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4110	Honorary Degrees	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
155		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4220	Standards of Scholarship	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
156		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4225	Course Repetition	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
157		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4226	Multiple and Overlapping Enrollments	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
158		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4230	Grading and Academic Record Symbols	9/13/2016	?	Dec-2024	Mar-2025	Apr-2025	Sep-2022	
159		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4231	Grade Changes	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
160		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4235	Credit for Prior Learning	12/15/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
161		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4240	Academic Renewal	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
162		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4250	Probation, Disqualification, and Readmission	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
163		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4260	Prerequisites, Co-requisites, and Advisories	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
164		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4270	Acceptance of Upper Division Coursework	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
165		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4300	Field Trips and Excursions	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
166		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4400	Community Services Programs	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
167		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4000	Instructional Programs	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
168		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4002	Textbooks and OER	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
169		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4005	Enrollment Management	N/A	10/3/2013	Jun-2019	Sep-2019	Oct-2019	N/A	
170		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4010	Academic Calendar	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
171		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4020	Program, Curriculum, and Course Development	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	

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172		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4021	Program Revitalization or Discontinuance	N/A	4/13/2020	Dec-2025	Mar-2025	Apr-2026	N/A	
173		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4022	Program and Course Approval	N/A	2/15/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
174		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4023	Syllabi	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
175		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4024	Hours and Units	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
176		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4025	Philosophy and Criteria for the Associate Degree & General Education	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
177		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4026	Philosophy and Criteria for International Education	N/A	3/18/2019	Nov-2024	Feb-2025	Mar-2025	N/A	
178		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4030	Academic Freedom (No Senate Approval)	N/A	?	?	?	?	N/A	
179		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4040	Library and Other Instructional Support Services	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
180		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4050	Articulation	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
181		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4060	Delineation of Functions Agreements (Under Review)	N/A	?	?	?	?	N/A	
182		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4070	Auditing and Auditing Fees	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
183		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4100	Graduation Requirements for Degrees and Certificates	N/A	4/13/2020	Dec-2025	Mar-2026	Apr-2026	N/A	
184		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4101	LCC Independent Study	N/A	2/10/2020	Oct-2025	Jan-2026	Feb-2026	N/A	
185		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4102	Career/Technical Programs	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
186		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4103	Work Experience	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
187		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4104	Contract Education	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
188		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4105	Distance Education	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
189		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4110	Honorary Degrees (Senate recommends President to recommend language)	N/A	?	?	?	?	N/A	
190		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4220	Standards of Scholarship	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
191		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4222	Remedial Coursework	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
192		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4225	Course Repetition	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
193		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4226	Multiple and Overlapping Enrollment	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
194		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4227	Repeatable Courses	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
195		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4228	Course Repetition – Significant Lapse of Time	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
196		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4229	Course Repetition – Variable Units	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
197		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4230	Grading and Academic Record Symbols	N/A	3/18/2019	Nov-2024	Feb-2025	Mar-2025	N/A	
198		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4231	Grade Changes	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
199		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4232	Pass/No Pass	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
200		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4235	Credit for Prior Learning	N/A	6/10/2019	Feb-2025	Dec-2020	Jan-2021	N/A	
201		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236	Academic Grievance Procedures	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
202		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236.1	Academic Grievance Form	N/A	4/26/2012	Jan-2018	Mar-2018	Apr-2018	N/A	
203		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4240	Academic Renewal	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
204		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4250	Probation, Dismissal and Readmission	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	

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205		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4255	Disqualification and Dismissal	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
206		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4260	Prerequisites, Co-requisites, and Advisories	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
207		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4300	Field Trips and Excursions	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
208		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4400	Community Services Programs	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
209		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4500	Student Publications	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
210		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4610	Instructional Service Agreements	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
211		5	Student Services	Student Services	BP	BP 5010	Admissions and Concurrent Enrollment	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
212		5	Student Services	Student Services	BP	BP 5015	Residence Determination	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
213		5	Student Services	Student Services	BP	BP 5020	Nonresident Tuition	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
214		5	Student Services	Student Services	BP	BP 5030	Fees	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
215		5	Student Services	Student Services	BP	BP 5031	Instructional Materials Fees	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
216		5	Student Services	Student Services	BP	BP 5035	Withholding of Student Records	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
217		5	Student Services	Student Services	BP	BP 5040	Student Records and Directory Information	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
218		5	Student Services	Student Services	BP	BP 5050	Student Success and Support Program	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
219		5	Student Services	Student Services	BP	BP 5052	Open Enrollment	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
220		5	Student Services	Student Services	BP	BP 5055	Enrollment Priorities	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
221		5	Student Services	Student Services	BP	BP 5110	Counseling	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
222		5	Student Services	Student Services	BP	BP 5120	Transfer Center	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
223		5	Student Services	Student Services	BP	BP 5130	Financial Aid	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
224		5	Student Services	Student Services	BP	BP 5140	Disabled Student Programs and Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
225		5	Student Services	Student Services	BP	BP 5150	Extended Opportunity Programs and Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
226		5	Student Services	Student Services	BP	BP 5200	Student Health Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
227		5	Student Services	Student Services	BP	BP 5205	Student Accident Insurance	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
228		5	Student Services	Student Services	BP	BP 5210	Communicable Disease	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
229		5	Student Services	Student Services	BP	BP 5300	Student Equity	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
230		5	Student Services	Student Services	BP	BP 5400	Associated Students Organization	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
231		5	Student Services	Student Services	BP	BP 5410	Associated Students Elections (Policy under review/revision)	8/14/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
232		5	Student Services	Student Services	BP	BP 5420	Associated Students Finance	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
233		5	Student Services	Student Services	BP	BP 5500	Standards of Conduct	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
234		5	Student Services	Student Services	BP	BP 5550	Speech: Time, Place, and Manner (Moved per CCLC. Renumbered to BP 3902)	3/14/2012	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
235		5	Student Services	Student Services	BP	BP 5570	Student Credit Card Solicitation	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
236		5	Student Services	Student Services	BP	BP 5700	Intercollegiate Activities & Athletics	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
237		5	Student Services	Student Services	BP	BP 5800	Prevention of Identity Theft in Student Financial Transactions	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	

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238		5	Student Services	Student Services	AP	AP 5010	Admissions	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
239		5	Student Services	Student Services	AP	AP 5011	Admission and Concurrent Enrollment of High School & Other Young Students	N/A	4/8/2019	Oct-2024	Dec-2024	Apr-2025	N/A	
240		5	Student Services	Student Services	AP	AP 5012	International Students	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
241		5	Student Services	Student Services	AP	AP 5013	Students in the Military	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
242		5	Student Services	Student Services	AP	AP 5015	Residence Determination	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
243		5	Student Services	Student Services	AP	AP 5020	Nonresident Tuition	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
244		5	Student Services	Student Services	AP	AP 5030	Fees	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
245		5	Student Services	Student Services	AP	AP 5031	Instructional Materials Fees	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
246		5	Student Services	Student Services	AP	AP 5035	Withholding of Student Records	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
247		5	Student Services	Student Services	AP	AP 5040	Student Records, Directory Information, and Privacy	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
248		5	Student Services	Student Services	AP	AP 5045	Student Records: Challenging Content and Access Log	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
249		5	Student Services	Student Services	AP	AP 5050	Student Success and Support Program	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
250		5	Student Services	Student Services	AP	AP 5052	Open Enrollment	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
251		5	Student Services	Student Services	AP	AP 5055	Enrollment Priorities	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
252		5	Student Services	Student Services	AP	AP 5070	Attendance Accounting	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
253		5	Student Services	Student Services	AP	AP 5075	Course Adds and Drops (under separate review)	N/A	12/8/2011	Oct-2017	Nov-2017	Dec-2017	N/A	
254		5	Student Services	Student Services	AP	AP 5110	Counseling	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
255		5	Student Services	Student Services	AP	AP 5120	Transfer Center	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
256		5	Student Services	Student Services	AP	AP 5130	Financial Aid	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
257		5	Student Services	Student Services	AP	AP 5140	Disability Services and Programs for Students	N/A	#####	Aug-2025	Oct-2025	Nov-2025	N/A	
258		5	Student Services	Student Services	AP	AP 5150	Extended Opportunity Programs and Services	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
259		5	Student Services	Student Services	AP	AP 5210	Communicable Disease	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
260		5	Student Services	Student Services	AP	AP 5220	Shower Facilities for Homeless Students	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
261		5	Student Services	Student Services	AP	AP 5300	Student Equity	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
262		5	Student Services	Student Services	AP	AP 5350	Student Rights and Freedoms	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
263		5	Student Services	Student Services	AP	AP 5400	Associated Students Organization	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
264		5	Student Services	Student Services	AP	AP 5410	Associated Students Elections	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
265		5	Student Services	Student Services	AP	AP 5420	Associated Students Finance	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
266		5	Student Services	Student Services	AP	AP 5450	Student Clubs and Organizations	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
267		5	Student Services	Student Services	AP	AP 5460	Supervision of Activities	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
268		5	Student Services	Student Services	AP	AP 5470	College Sponsored Events	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
269		5	Student Services	Student Services	AP	AP 5505	Off-Campus Student Organizations	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
270		5	Student Services	Student Services	AP	AP 5510	Dormitory Standards of Conduct	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
271		5	Student Services	Student Services	AP	AP 5520	Student Discipline Procedures	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	

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272		5	Student Services	Student Services	AP	AP 5530	Student Rights and Grievances	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
273		5	Student Services	Student Services	AP	AP 5550	Speech: Time, Place, and Manner	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
274		5	Student Services	Student Services	AP	AP 5570	Student Credit Card Solicitation	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
275		5	Student Services	Student Services	AP	AP 5610	Voter Registration	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
276		5	Student Services	Student Services	AP	AP 5700	Intercollegiate Activities & Athletics	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
277		5	Student Services	Student Services	AP	AP 5800	Prevention of Identity Theft in Student Financial Transactions	N/A	#####	Sep-2023	Nov-2023	Dec-2023	N/A	
278		6	Business and Fiscal Affairs	Business Office	BP	BP 6100	Delegation of Authority	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	Dept level review in progress.... Review completed, making edits/revisions RJ.
279		6	Business and Fiscal Affairs	Business Office	BP	BP 6150	Designation of Authorized Signatures	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
280		6	Business and Fiscal Affairs	Business Office	BP	BP 6200	Budget Preparation	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
281		6	Business and Fiscal Affairs	Business Office	BP	BP 6250	Budget Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
282		6	Business and Fiscal Affairs	Business Office	BP	BP 6300	Fiscal Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
283		6	Business and Fiscal Affairs	Business Office	BP	BP 6320	Investments	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
284		6	Business and Fiscal Affairs	Business Office	BP	BP 6330	Purchasing	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
285		6	Business and Fiscal Affairs	Business Office	BP	BP 6340	Contracts	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
286		6	Business and Fiscal Affairs	Business Office	BP	BP 6400	Audits	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
287		6	Business and Fiscal Affairs	Business Office	BP	BP 6450	Wireless or Cellular Telephone Use	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
288		6	Business and Fiscal Affairs	Business Office	BP	BP 6500	Property Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
289		6	Business and Fiscal Affairs	Business Office	BP	BP 6520	Security for District Property	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
290		6	Business and Fiscal Affairs	Business Office	BP	BP 6540	Insurance	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
291		6	Business and Fiscal Affairs	Business Office	BP	BP 6550	Disposal of District Property	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
292		6	Business and Fiscal Affairs	Business Office	BP	BP 6600	Capital Construction	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
293		6	Business and Fiscal Affairs	Business Office	BP	BP 6620	Naming of Facilities	5/10/2011	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
294		6	Business and Fiscal Affairs	Business Office	BP	BP 6700	Civic Center and Other Facilities Use	1/22/2014	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
295		6	Business and Fiscal Affairs	Business Office	BP	BP 6740	Citizens' Bond Oversight Committee	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
296		6	Business and Fiscal Affairs	Business Office	BP	BP 6750	Parking	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
297		6	Business and Fiscal Affairs	Business Office	BP	BP 6800	Safety	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
298		6	Business and Fiscal Affairs	Business Office	BP	BP 6900	Bookstore	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
299		6	Business and Fiscal Affairs	Business Office	BP	BP 6910	Housing	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
300		6	Business and Fiscal Affairs	Business Office	AP	AP 6000	Travel (Superceded by BP/AP 7400)	N/A	5/20/2013	Need to Eliminate this AP			N/A	
301		6	Business and Fiscal Affairs	Business Office	AP	AP 6100	Delegation of Authority	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
302		6	Business and Fiscal Affairs	Business Office	AP	AP 6150	Designation of Authorized Signatures	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
303		6	Business and Fiscal Affairs	Business Office	AP	AP 6200	Budget Preparation	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
304		6	Business and Fiscal Affairs	Business Office	AP	AP 6250	Budget Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
305		6	Business and Fiscal Affairs	Business Office	AP	AP 6300	Fiscal Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
306		6	Business and Fiscal Affairs	Business Office	AP	AP 6305	Reserves	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	

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307		6	Business and Fiscal Affairs	Business Office	AP	AP 6310	Accounting	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	Dept level review in progress.... Review completed, making edits/revisions RJ.	
308		6	Business and Fiscal Affairs	Business Office	AP	AP 6320	Investments	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
309		6	Business and Fiscal Affairs	Business Office	AP	AP 6322	Employee Indemnity Bonds	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
310		6	Business and Fiscal Affairs	Business Office	AP	AP 6325	Payroll	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A		
311		6	Business and Fiscal Affairs	Business Office	AP	AP 6330	Purchasing	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A		
312		6	Business and Fiscal Affairs	Business Office	AP	AP 6340	Bids and Contracts	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
313		6	Business and Fiscal Affairs	Business Office	AP	AP 6350	Contracts – Construction	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
314		6	Business and Fiscal Affairs	Business Office	AP	AP 6360	Contracts – Electronic Systems and Materials	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
315		6	Business and Fiscal Affairs	Business Office	AP	AP 6365	Contracts – Accessibility of Information Technology	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
316		6	Business and Fiscal Affairs	Business Office	AP	AP 6370	Contracts – Personal Services	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
317		6	Business and Fiscal Affairs	Business Office	AP	AP 6380	Vendors	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
318		6	Business and Fiscal Affairs	Business Office	AP	AP 6400	Audits	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
319		6	Business and Fiscal Affairs	Business Office	AP	AP 6450	Wireless or Cellular Telephone Use	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
320		6	Business and Fiscal Affairs	Business Office	AP	AP 6460	District Credit Cards	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A		
321		6	Business and Fiscal Affairs	Business Office	AP	AP 6500	Property Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
322		6	Business and Fiscal Affairs	Business Office	AP	AP 6520	Security for District Property	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
323		6	Business and Fiscal Affairs	Business Office	AP	AP 6530	District Vehicles	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A		
324		6	Business and Fiscal Affairs	Business Office	AP	AP 6535	Use of District Equipment	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
325		6	Business and Fiscal Affairs	Business Office	AP	AP 6540	Insurance	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
326		6	Business and Fiscal Affairs	Business Office	AP	AP 6550	Disposal of District Property	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
327		6	Business and Fiscal Affairs	Business Office	AP	AP 6600	Capital Construction	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
328		6	Business and Fiscal Affairs	Business Office	AP	AP 6620	Naming of Facilities	5/10/2011	?	Aug-2016	Nov-2016	Dec-2016	May-2017		
329		6	Business and Fiscal Affairs	Business Office	AP	AP 6700	Civic Center and Other Facilities Use	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A		
330		6	Business and Fiscal Affairs	Business Office	AP	AP 6740	Citizens' Bond Oversight Committee	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
331		6	Business and Fiscal Affairs	Business Office	AP	AP 6750	Parking	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
332		6	Business and Fiscal Affairs	Business Office	AP	AP 6800	Safety	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
333		6	Business and Fiscal Affairs	Business Office	AP	AP 6850	Hazardous Materials	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
334		6	Business and Fiscal Affairs	Business Office	AP	AP 6910	Housing	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A		
335		7	Human Resources	Human Resources	BP	BP 7000	Personnel Matters	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
336		7	Human Resources	Human Resources	BP	BP 7100	Commitment to Diversity	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
337		7	Human Resources	Human Resources	BP	BP 7110	Delegation of Authority	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
338		7	Human Resources	Human Resources	BP	BP 7120	Recruitment and Hiring	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
339		7	Human Resources	Human Resources	BP	BP 7130	Compensation	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
340		7	Human Resources	Human Resources	BP	BP 7135	Health and Welfare Benefits (Administrators, Managers and Confidential Employees)	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		
341		7	Human Resources	Human Resources	BP	BP 7140	Collective Bargaining	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017		

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342		7	Human Resources	Human Resources	BP	BP 7150	Evaluation	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
343		7	Human Resources	Human Resources	BP	BP 7160	Professional Development	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
344		7	Human Resources	Human Resources	BP	BP 7170	Exchange Program	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
345		7	Human Resources	Human Resources	BP	BP 7210	Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
346		7	Human Resources	Human Resources	BP	BP 7220	Professor Emeritus	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
347		7	Human Resources	Human Resources	BP	BP 7230	Classified Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
348		7	Human Resources	Human Resources	BP	BP 7240	Confidential Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
349		7	Human Resources	Human Resources	BP	BP 7250	Educational Administrators	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
350		7	Human Resources	Human Resources	BP	BP 7260	Classified Supervisors and Managers	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
351		7	Human Resources	Human Resources	BP	BP 7310	Nepotism	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
352		7	Human Resources	Human Resources	BP	BP 7330	Communicable Disease	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
353		7	Human Resources	Human Resources	BP	BP 7335	Health Examinations	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
354		7	Human Resources	Human Resources	BP	BP 7340	Leaves	1/22/2014	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
355		7	Human Resources	Human Resources	BP	BP 7345	Catastrophic Leave Program	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
356		7	Human Resources	Human Resources	BP	BP 7350	Resignations	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
357		7	Human Resources	Human Resources	BP	BP 7360	Discipline and Dismissal – Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
358		7	Human Resources	Human Resources	BP	BP 7365	Discipline and Dismissal – Classified Employees	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
359		7	Human Resources	Human Resources	BP	BP 7367	Discipline and Dismissal - Confidential Employees / Administrators	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
360		7	Human Resources	Human Resources	BP	BP 7368	Employee Rehiring Prohibition	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
361		7	Human Resources	Human Resources	BP	BP 7370	Political Activity	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
362		7	Human Resources	Human Resources	BP	BP 7380	Retiree Health Benefits – Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
363		7	Human Resources	Human Resources	BP	BP 7385	Salary Deductions	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
364		7	Human Resources	Human Resources	BP	BP 7400	Travel	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
365		7	Human Resources	Human Resources	BP	BP 7510	Domestic Partners	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
366		7	Human Resources	Human Resources	BP	BP 7600	District Police Department / Campus Security	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
367		7	Human Resources	Human Resources	BP	BP 7700	Whistleblower Protection	1/22/2014	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
368		7	Human Resources	Human Resources	BP	BP 7800	Institutional Reassignment / Transfers	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Sep-2017	
369		7	Human Resources	Human Resources	AP	AP 7100	Commitment to Diversity	N/A	8/5/2013	Apr-2019	Jul-2019	Aug-2019	N/A	
370		7	Human Resources	Human Resources	AP	AP 7110	Delegation of Authority	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
371		7	Human Resources	Human Resources	AP	AP 7120	Recruitment and Hiring	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
372		7	Human Resources	Human Resources	AP	AP 7125	Verification of Eligibility for Employment	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
373		7	Human Resources	Human Resources	AP	AP 7126	Applicant Background Checks	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
374		7	Human Resources	Human Resources	AP	AP 7130	Compensation	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
375		7	Human Resources	Human Resources	AP	AP 7140	Collective Bargaining	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	

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376		7	Human Resources	Human Resources	AP	AP 7145	Personnel Files	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
377		7	Human Resources	Human Resources	AP	AP 7150	Evaluation	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
378		7	Human Resources	Human Resources	AP	AP 7160	Professional Development	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
379		7	Human Resources	Human Resources	AP	AP 7210	Academic Employees (approved 12/12/12)	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
380		7	Human Resources	Human Resources	AP	AP 7211	Faculty Service Areas, Minimum Qualifications, and Equivalencies	N/A	12/9/2019	Aug-2025	Nov-2025	Dec-2025	N/A	
381		7	Human Resources	Human Resources	AP	AP 7212	Temporary Faculty (approved 12/12/12)	N/A	#####	Aug-2018	Nov-2018	Dec-2018	N/A	
382		7	Human Resources	Human Resources	AP	AP 7214	Initial Placement on Salary Schedule	N/A	4/8/2013	Dec-2018	Mar-2019	Apr-2019		
383		7	Human Resources	Human Resources	AP	AP 7215	Academic Employees: Probationary Contract Faculty (approved 12/12/12)	N/A	#####	Aug-2018	Nov-2018	Dec-2018	N/A	
384		7	Human Resources	Human Resources	AP	AP 7216	Academic Employees: Grievance Procedure for Contract Decisions	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
385		7	Human Resources	Human Resources	AP	AP 7220	Professor Emeritus (approved 12/12/12)	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
386		7	Human Resources	Human Resources	AP	AP 7230	Classified Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
387		7	Human Resources	Human Resources	AP	AP 7232	Classification Review	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
388		7	Human Resources	Human Resources	AP	AP 7233	Claims for Work Out of Classification	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
389		7	Human Resources	Human Resources	AP	AP 7234	Overtime	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
390		7	Human Resources	Human Resources	AP	AP 7235	Probationary Period: Classified Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
391		7	Human Resources	Human Resources	AP	AP 7236	Substitute and Short Term Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
392		7	Human Resources	Human Resources	AP	AP 7237	Layoffs	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
393		7	Human Resources	Human Resources	AP	AP 7240	Confidential Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
394		7	Human Resources	Human Resources	AP	AP 7245	Outside Employment	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
395		7	Human Resources	Human Resources	AP	AP 7250	Educational Administrators	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
396		7	Human Resources	Human Resources	AP	AP 7270	Student Workers	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
397		7	Human Resources	Human Resources	AP	AP 7310	Nepotism	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
398		7	Human Resources	Human Resources	AP	AP 7330	Communicable Disease	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
399		7	Human Resources	Human Resources	AP	AP 7335	Health Examinations (Under Review)	N/A	?	?	?	?	N/A	
400		7	Human Resources	Human Resources	AP	AP 7336	Certification of Freedom from Tuberculosis	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
401		7	Human Resources	Human Resources	AP	AP 7337	Fingerprinting	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
402		7	Human Resources	Human Resources	AP	AP 7340	Leaves	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
403		7	Human Resources	Human Resources	AP	AP 7341	Sabbaticals	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
404		7	Human Resources	Human Resources	AP	AP 7342	Holidays	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
405		7	Human Resources	Human Resources	AP	AP 7343	Industrial Accidents and Illness	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
406		7	Human Resources	Human Resources	AP	AP 7344	Notifying District of Illness	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
407		7	Human Resources	Human Resources	AP	AP 7345	Catastrophic Leave	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	

Academic Senate Meeting March 10, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:01pm

1.01 Roll Call

Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wisner

Guests: Carie Camacho, Lisa Gardiner, Sue Kelley, James Kleckner, Chad Lewis, Carrie Nyman, Alison Somerville

1.02 Approval of Agenda

(Rupley/Lin MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting

(Rupley/Runyan MSCU)

2. Public Comment

None

3. Action

3.01 Agriculture IPR

Second review of IPR for approval. Curriculum form not up to date. Motion to table pending completion.

(Downing/Rupley MSCU)

3.02 Fine Arts IPR

Second review of IRP for approval. Motion to approve

(Rupley/Wisner MSCU)

3.03 Humanities IPR

Second review of IRP for approval. Senators Runyan Baker gave feedback to faculty on the IPR and updates have not been made yet. It is expected to be completed for next Senate meeting. Motion to table.

(Baker/Runyan MSCU)

3.04 Physical Education IPR

Second review of IRP for approval. Motion to approve

(Rupley/Runyan MSCU)

3.05 AP/BP Policy Review Schedule

A need for this schedule was born out of the accreditation process, finding we had no formal schedule for the review of Board and Academic Policies. It creates a timeline policy for review. Motion to approve

(Downing/Lin MSCU)

3.06 Institutional Set Standards

We received an accreditation finding that we had no process to periodically review some set standards. Those standards included Student Achievement, Job Placement in CTE, and

Licensure Exams Pass Rates. Creates policy for review of these standards. Motion to approve
(Wiser/Baker MSCU)

3.07 AP 4102

Update AP 4102 - Career/Technical Programs

Discussed making changes to this AP, to simplify the membership numbers language, adding “designee” language, and quorum requirements. Due to significant changes made in discussions at the meeting it was decided to table for a vote at next Senate meeting. Motion to table.

(Baker/Rupley MSCU)

4. Discussion

4.01 Digital Graphic Design IPR

First review. It is planned to come back for approval next meeting. Program will be discontinued.

4.02 Human Services IPR

First review. Senator Baker wrote this IPR on extra assignment contract we LCC have no current faculty in this program. Will come back at next meeting for approval.

4.03 SLO Handbook/SLO Assessment

Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in “draft” form. The handbook has been updated with our current standards and spells out the SLO assessment and review process. Handbook should be reviewed and will be approved at a later Senate meeting.

4.04 Academic Renewal Policy

At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Research indicated majority of other institutions adopted the 1 year policy. Research was conducted of 38 institutions. 20 had a 1 year policy, 8 had a 2 year policy, and the remainder had no policy, or something different than above. Recommended to bring back the AP for approval with a 1 year policy.

4.05 Senate Academic Scholarship

It came to Senate President Runyan’s attention that this scholarship has not been granted in some time and some faculty have been contributing to the fund through automatic debit of their pay checks. Discussion ensued and the consensus was that Senators wanted to reactivate the scholarship and award to a student. Runyan will research the appropriate procedures and forms to facilitate. It was also suggested that we advertise this scholarship to faculty as they may want to contribute.

5. Information

5.01 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. More information to come at next meeting related to timeline for nominations and election.

5.02 ASCCC Diversity Equity Inclusion Survey

This survey is due March 22, 2021. President Runyan will complete but would like any input prior to completion. He has worked with the LCC Diversity Committee and will send to senators for review.

6. Reports

6.01 Administration

Carie Camacho advised that the new EMP process is beginning.

6.02 Senators

None

6.03 LCFA

Ratification vote of the new salary schedule that faculty received in their email should be soon.

6.04 Guided Pathways

None

7. Closed Session

None

8. Meeting Closing

8.01 Adjournment – 4:11 pm
(Rupley/Baker MSCU)

Respectfully Submitted,

T. Downing



Monday, March 22, 2021
 Consultation Council 3:00 pm via Zoom-

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson		Alison Somerville		
Dr. Randy Joslin	Carol Montgomery	Yuting Lin	David Corley (ITP)	
Garrett Taylor	Tara Bias	Chad Lewis	Michell Williams	
Brady Reed	Meggin Lewman	Andy Rupley	Terry Bartley	
Carie Camacho	Alt. Karen Clancy	Robert Schofield		
		Adam Runyan		
		Lisa Gardiner		

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members)

Kim Clain, Seaira Harrington, Dana Armeson, Roxanna Haynes, Tom Downing, Jennifer Tupper, Tiffany Montgomery, Thomas Robb, Codi Mortell, Vickie Ramsey, Chrisdee Pelfrey, Sandra Jonas (board member), Carie Nyman, Melissa Hill

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Approval of Agenda –approved by consensus

1.03 Approval of Minutes 03/08/2021 - approved by consensus

2. Governance

2.01 Policy Review Schedule-Randy Joslin – This is the same one we looked at before. It went to Senate to look it over. It was cleaned up, dates were established and then Senate approved it. Now it is on our agenda to be approved. Having something like this helps so much for people in leadership to make sure we are on track. -approved by consensus

2.02 CTE Advisory Board-Adam Runyan – AP 4102. It was a little confusing. We changed some language and helped clean it up. It needed to be clearer. - approved by consensus

2.03 Transfer Form-Adam Runyan – This is the same form that we saw last time, the fax number was fixed, an email was created and it was made fillable. It was already approved. But we are looking for approval again with the changes. - approved by consensus

3. Consultation

3.01 ACCJC Annual Report-Randy Joslin – This is an annual report for student achievement. The sections are pretty self-explanatory. The goals were set eight years ago. We will be updating it and bringing it back to Consultation Council after Senate looks at it. We report three years running, if there are less than 10 students to complete, the course is not considered reportable. This report can be found on our website, in the public area, under about and then accreditation.

3.02 LCC Budget and Planning Calendar (standing item)- We will continue to add to it so we just have one calendar and use it as a management calendar. Master plans need to be done ASAP if we are going to stay on track.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – The main things we are working on right now are the Career Pathways. They are really accelerating, we are working with Pacific Sky to create logos. We are looking at partnering with Bakersfield to use their program mapper. It helps with our articulation to the UC and our own mapping at LCC will be easier. We are moving forward with a grant we received to engage student voice on campus. Brady assigned that to Jennifer Tupper. We are looking to hire up to 8 students.

5. Accreditation-

5.01 Accreditation Update - We have a SLO handbook going to Senate for approval. It will help people get the SLOs done more efficiently. We are lacking some software that we need to assess ISLO and PSLO data. We came up with creating an assessment project to at least help us assess PSLO and ISLO's to get data. There are some simple forms for students to fill out to help us get data. Rough drafts are due to Toni Sommer this week, so if we could get your feedback that would be great.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – The prioritization process does need to stay on track like Randy said. The skip rates are going up to maybe a 1.5% rate. There is a cola built into that. There is not a lot of new money. There are some one time funding from the governor. Many community colleges have had a decrease of enrollments. We will wait and see a little longer to see what the chancellor is going to do. In terms of the TRAN, we are sitting on a little over 8

million dollars. Which means we would be 1.5 million dollars in the plus in June, 2021. We want to create a buffer for our budget though so we got a 1.75 million dollar TRAN just as a buffer in case something does come up. It will have a fee of around \$20,000-\$25,000.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson –

- We are getting ready to complete in ink a partnership with UC Merced.
- Trevor made a goof in a board meeting. He did not read the accommodation for those who have received tenure. He will read it at the next meeting and is going to throw a big party once the COVID-19 regulations are lifted.
- Alan Siemer has resigned as a board member. He moved out of his district. We have an open spot. There are three options. 1) Immediately assigning someone that night. 2) Call a special election, they cost a lot of money. 3) Allow community members to submit applications. The board chose option three. The person elected would serve through the end of Alan Siemer's term. The application is out there on social media, etc. We have put the information out there. We do not have a preconceived winner. It is all about the best candidate who is willing to serve. We will interview the candidates publicly April 8, 2021. It will ultimately be a vote of the board. Weren't there two people who already ran for these seats? Why didn't we select those people? We could only select one person and the board did not want to seem or create reality that they had a pre-determined idea who they wanted to take the seat. Those two people have the opportunity to put in an application.
- Trevor will not be doing a lot of talking on Wednesday, he will be doing a lot of listening. We cannot totally predict what will come at us, a new variance of COVID, summer fires, etc. We will have to work with whatever happens. Our main goal will be to make the right choices and keep everyone safe. We are in phase two of opening our campus. We are trying to figure out the best options for EVERYONE and we have to work by "what if" scenarios right now.
- Do you know if we are still vaccinated against the variances that are showing up if we already got vaccinated? Depending on the vaccine you received, some of the variance are covered. Some of the vaccines are protecting 100% against the variances.
- Are we doing the April 14, 2021 drive-thru still? Yes, we are planning on it. We will figure out employees coming onto campus that day. It will be up to their supervisors.
- The Women's History Event is tomorrow night at 6:00pm via Zoom. We hope everyone who can, will attend.

7. Meeting Closing

7.01 Future Meetings April 12, 2021. Next week is Spring Break.

7.02 Adjourn @ 3:55pm



