

# Feather River College

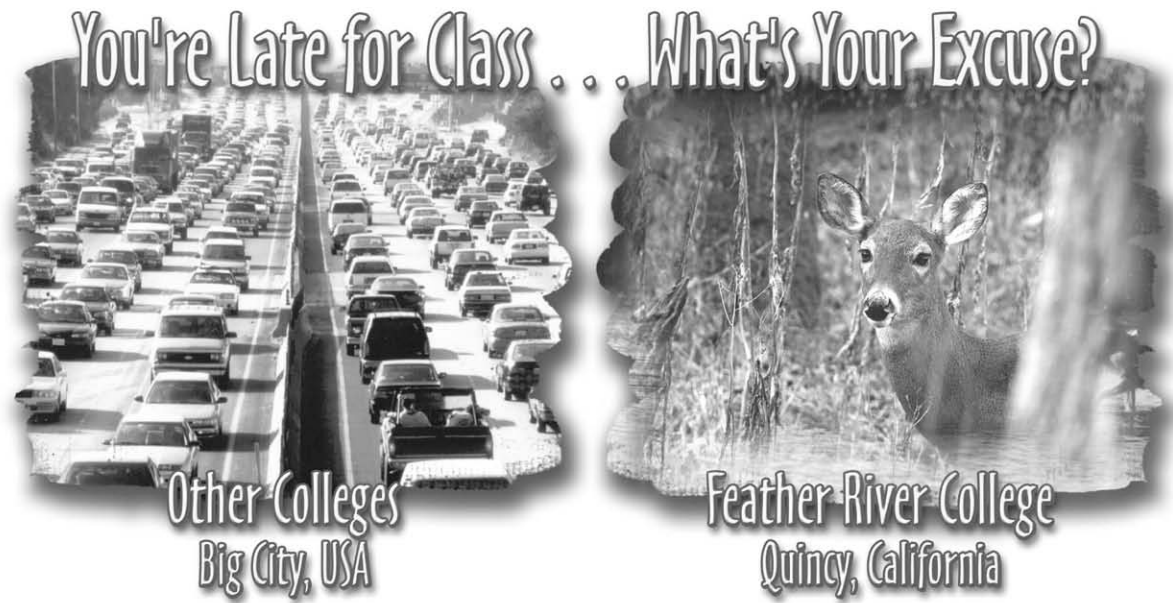


2010-2012 **Catalog**



small college **BIG EDUCATION**





**W**hat you'll encounter on your way to class at Feather River College: towering mountains, acres of forestland, clean air and water, and wildlife.

What you won't find: traffic.

If you're looking for a change of scenery, look into Feather River College. Plumas National Forest provides a million-acre classroom in which to learn, and vast open spaces and a four season climate in which to play.

We can't guarantee you won't be late to class, but at least your excuse will be a good one.

To learn more and to arrange a campus tour, e-mail [info@frc.edu](mailto:info@frc.edu), or phone 1-800-442-9799, ext. 347.



**FEATHER RIVER COLLEGE**  
 570 Golden Eagle Avenue  
 Quincy, California 95971  
[www.frc.edu](http://www.frc.edu)

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# GREETINGS FROM FEATHER RIVER COLLEGE!



A better you, a better world... You are wise to consider Feather River College to further your education. Whether you're looking for an associate degree, skills to advance you in your employment, or transfer to a university, this college offers a great deal. Feather River College is set in idyllic surroundings that will nourish and motivate you. The college offers wonderful outdoor opportunities in addition to high-quality classroom instruction in a wide variety of fields.

At FRC we have made a college-wide commitment to provide the highest quality of learning possible. All of us at Feather River—faculty, staff, administration, and governing board—have a single goal in mind—your success. Please look through the pages of this catalog to see the services available to help you succeed.

The catalog lists the degrees, certificates and courses available at the college. We offer a comprehensive curriculum, with state-of-the-art technology that will enable you to access information and communicate easily.

Enrollment fees are very modest, with financial aid available to almost everyone.

Course credit from FRC transfers easily to the California State University or University of California systems, and articulation agreements are in place for programs in the University of Nevada system. We are fully accredited by the Western Association of Schools and Colleges, a federally recognized accreditor.

On behalf of the college, I welcome you to the exciting learning opportunities here. Whether you are fifteen or fifty, you will find something here to delight you and to improve your life.

*Ron Taylor, Ph.D.  
Superintendent/President*

## Feather River College General Catalog 2010-2012

**Feather River College**  
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**Feather River College is fully accredited**  
by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

Feather River Community College District has made every reasonable effort to ensure that the information published in this catalog accurately reflects current legislation, policy, and fees. However, these are subject to modification at any time in order to accommodate changes in the resources or educational plans of the District, or for reasons deemed appropriate by the college president or designee. These changes may be made without prior notice and may supersede this publication or any portion thereof.

Feather River Community College District does not discriminate on the basis of race, color, national origin, religion, sex, disability, lack of English language or age in any of its policies, procedures and practices; nor does the District in compliance with Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment because they are disabled veterans or veterans of the Vietnam era, or because of their medical conditions (cancer related) as defined in Section 12926 of the California Government Code, their ancestry, sexual orientation, or marital status. Lack of English language skills will not be a barrier to admission.

Questions or disputes regarding the college's compliance with nondiscrimination policies EEO, Title IX and Section 504/ADA, should be directed to the college's Director of Human Resources/EEO, Cameron Abbott, Feather River College, 570 Golden Eagle Avenue, Quincy, CA 95971 (530) 283-0202, ext. 257.

## STATEMENT OF MISSION

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high quality general education, transfer programs, career and technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

**Feather River College is currently in the process of revising the Statement of Mission. When the new statement is completed it will be posted at: <http://www.frc.edu/home/geninfo/vision.htm>**

## STATEMENT OF VISION

Feather River College believes that the world of tomorrow will be shaped by what happens to the individual and the community today. Our mission is to enhance, through learning, the unique potential of every person entering our doors and to nourish the quality of life in our community. The fulfillment of our mission involves the following values:

### Develop the Mind

We believe that diversity of opinion in all issues helps develop the minds of our students so that they may make sound judgments of value in the continuing pursuit of lifelong learning.

### Celebrate the Individual

We celebrate the uniqueness of the individual by affirming that personal identity and cultural heritage are the base from which each person may aspire to any height.

### Strive for Excellence

We are committed to the creation of a quality learning environment, striving for excellence at all levels, fully supported by adequate resources, so that our students will have the best chance to learn.

### Open Doors

We pledge that the doors of opportunity and encouragement will be open to everyone who can benefit and that our guiding principle in approaching students is to provide accessibility to all that the college has to offer.

### Nourish the Community

As a member of our community, we take pride in affirming an active partnership in improving the quality of life and economic development in our area.

**Feather River College is currently in the process of revising the Statement of Mission. When the new statement is completed it will be posted at: <http://www.frc.edu/home/geninfo/vision.htm>**





## FRC STUDENT LEARNING OUTCOMES

Students who complete a certificate or degree at Feather River College should be able to demonstrate that they have achieved the following student learning outcomes. Each academic program and student support service area has additional outcomes.

1. **Students will communicate effectively by:**
  - Writing clearly and accurately in a variety of contexts and formats
  - Articulating thoughts, ideas, concepts, and opinions verbally
  - Reading, comprehending, and applying published ideas
  - Listening and responding to others
2. **Students will demonstrate critical thinking skills by:**
  - Applying principles of scientific and/or qualitative reasoning and logic to solve problems
  - Evaluating strengths, weaknesses, and fallacies of logic in arguments and information
  - Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview
  - Applying knowledge and skills in real-life settings
3. **Students will demonstrate competency in locating, evaluating, and utilizing a wide variety of information technologies.**
4. **Students will demonstrate a sense of personal and professional ethics by:**
  - Accepting responsibility for their own actions
  - Respecting and honoring diversity of individuals and ideas
  - Exhibiting personal, professional, and academic honesty
5. **Students will develop a clear sense of self, purpose, and ability to achieve goals by:**
  - Developing autonomy
  - Prioritizing skills
  - Advocating for self
  - Delaying self-gratification
  - Setting goals
  - Using time management skills
  - Accessing resources
6. **Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.**
7. **Students will value their education, understand its privilege, and become responsible citizens by:**
  - Participating in community service
  - Respecting and questioning authority
  - Expressing themselves creatively
  - Being proactive in learning

## INSTITUTIONAL CODE OF ETHICS

*Feather River College (FRC) offers forth the following series of values to collectively serve as a Statement of Ethics for our institution. It is meant as an articulation of our collective ethics, and should guide the ethical deliberations of each member of the FRC community. While members of FRC differ in age, gender, race, ethnicity, religion, sexual orientation, political persuasion, and many other personal values, we agree on the following:*

**A respect for persons:** The inherent importance of respecting persons implies recognizing that we are distinctive individuals with our own goals, beliefs, feelings, values and relationships, and that these have a vital place in one's sense of dignity and autonomy.

**Esteem for education:** Create a student-centered environment for teaching and learning, which emphasizes a respect for the institution and for the values of education and learning, and encourages the belief that access to education is a right and learning at the college level is a privilege and a responsibility.

**Collegiality and individual responsibility:** With respect for the individual, we also value collegiality, learning and decision-making under the umbrella of collaboration in support of institutional unity.

**Concern for the personal development of each member of FRC and the community it serves:** We encourage a nurturing environment and offerings that promote culturally enriched opportunities for the professional and personal growth of students, faculty and staff. In addition we recognize the integral relationship between FRC and the community and the responsibility we share to promote diverse opportunities.

**Do no harm:** At Feather River College every effort is taken to avoid actions and policies that cause unnecessary harm to others. The college is committed to promoting increased individual self worth, dignity and safety. All members at Feather River College have the right to learn and work in a safe environment free of discrimination. All members of the college community share the responsibility of refraining from activities that tarnish or degrade the image of the institution or any of its constituents, and of protecting the confidentiality of individuals.

**Fairness:** Evaluations of all members of the Feather River College community shall be based upon clearly stated criteria that are administered equally.

**Honesty and Openness:** At Feather River College we encourage a respect for truthfulness. This includes the development and expression of intellectual honesty, honesty in relationships with others, and honesty in regard to oneself. We also encourage that honesty be expressed in the context of openness, and that differences in opinions be respected while working with others in the spirit of harmony and cooperation. We support decisions made by the majority while respecting the rules of democracy, and providing constructive analysis free of personal prejudices and biases.

**Freedom:** Members of the Feather River College community have the right to academic and artistic expression, which includes investigating and describing their values and beliefs, exploring and discussing controversial points of view, and advocating what they believe is in the best interest of the college. Students, in particular, have a right to be free from indoctrination and other forms of miseducation that fail to respect the autonomy of the student.

**Sense of Place:** Feather River College is committed to creating a sense of place that integrates social, environmental and educational values. This includes the development of facilities, academic programs, curricula, and community projects to foster ethnic diversity, community congregation, historical and cultural celebrations, environmental explorations, and multi-discipline classes that bridge the varying backgrounds and interests of students and community members.

**Environmental Stewardship:** Protecting the natural beauty of our unique location is paramount to the delivery of our academic programs. Because the Feather River College campus abuts other public lands, the campus community has an obligation to carefully manage its woodland location and natural laboratories. A respect for nature is a building block in the development of productive citizens.

**AP 3050 - Institutional Code of Ethics • Approved: November 14, 2005**

## ACADEMIC FREEDOM

Academic Freedom is a right enjoyed and valued by all members of the Feather River College community: faculty, students, classified and administrative staff, and trustees. Academic Freedom is defined as the freedom to teach and learn in an atmosphere of free inquiry and expression, including freedom in presenting and discussing subjects, as well as any other relevant matters, including controversial matters, as long as the difference between personal opinion and factual information is clearly delineated.

The Board of Trustees recognizes that Academic Freedom is necessary to the pursuit of truth and supports the principles of Academic Freedom enunciated in contracts negotiated between the District and bargaining units (e.g. Article 4 on Academic Freedom, Agreement Between Feather River Federation of Teachers AFT/CFT, AFL-CIO and Feather River Community College District; and Article 4 on Academic Freedom Agreement Between Feather River Federation of Teachers, Associate Faculty Chapter, AFT/CFT, AFL-CIO and Feather River Community College District) or, in the case of students, as outlined in the policy on Student Conduct and Academic Honesty.

**BP 4030 – Academic Freedom - Approved: February 15, 2007**

## HISTORY OF THE COLLEGE

Based on a need for accessible community college education for the residents of rural Plumas County, Feather River College was created in 1968 as a satellite campus of the Peralta Community College District through annexation with the Plumas Unified School District.

Feather River College offered its initial academic program in September 1968, holding classes in the high schools of Plumas County. In August 1969, FRC moved to the Plumas County Fairgrounds where it remained until the college was established at its permanent site in April 1971. An extensive building program and aggressive recruitment program contributed to the college's steady growth. The college is currently constructing a new Learning Resource Center that is scheduled to open at the beginning of 2011.

In 1988, it was determined that the future of Feather River College and the needs of the citizens of Plumas County would best be served if the college became an independent, locally controlled community college district. Thus, in July 1988, Feather River College was de-annexed from the Oakland based Peralta District, and the Feather River Community College District was formed. The first Board of Trustees was elected in November 1988.

The college currently offers 27 degree fields. In recent years, several short-term certificate options have been added to the college's degree programs. Sports programs include baseball, softball, soccer, football, volleyball, basketball, and rodeo.

Through Title III federal grants, the college has continued to strengthen the institution through technology by upgrading its management information system, implementing an integrated student information system, providing access to the Internet, e-mail, and desktop applications, and increasing the efficiency and effectiveness of instruction and student support through alternative delivery methods.

In addition, Feather River College is a leader in green energy and sustainability, with over 90% of the school's heating and cooling provided by geo-thermal energy since the system was installed in 1996.

The college is fully accredited by The Western Association of Schools and Colleges.

## THE COLLEGE SETTING

Stretching over a mountainside richly forested with pine and oak, Feather River College is tucked away in one of California's hidden, quiet spots. Bordering Plumas National Forest, the 266-acre campus hosts a variety of wildlife—including a resident deer herd. Far removed from the bustle of city life, the campus provides a sanctuary for self discovery, study and relaxation.

In addition to the classrooms and laboratories, the campus features unique facilities that include a wild trout hatchery capable of producing 50,000 fingerlings a year, an equine center with horse boarding facilities, and a sports complex with state-of-the-art baseball, softball, soccer and football facilities.

## ACADEMICS

Academic rigor is maintained in a friendly, informal atmosphere by a faculty dedicated to student growth and success. Each student is expected to spend two hours of study outside of class for every unit of coursework they take. For example, a full-time student taking 12 units is expected to spend 36 hours of study and class time a week to succeed. Office hours, tutoring, and study groups are encouraged as part of a student's path to achieving his/her goals.

In addition to the college wide student learning outcomes mentioned earlier, students are expected to reach student learning outcomes defined by each course they take. Course specific student learning outcomes will generally be listed in each instructor's course syllabus.

## THE STUDENTS

Feather River College's average enrollment of 1,500 students allows for individual attention in the classroom and is embraced within our campus culture. This provides a unique opportunity for students to form lasting relationships.

Feather River College views its diverse student body as an important learning resource. The majority of students are from California and surrounding states. Students also attend from across the United States and overseas. As is the case with most California community colleges, some students are recent graduates from high school and others are returning after many years, balancing school with jobs and family obligations.

## STUDENT LIFE

Feather River Country is a land of majestic, snow capped mountains, lush valleys and scattered small towns. The College is located within walking distance of the picturesque town of Quincy, where 5,500 residents enjoy a peaceful, unhurried life style and exceptional services. Quincy's facilities include a library, hospital, theater, restaurants, churches, and a shopping center. It is the largest town in Plumas County which, with a total population of a little more than 20,000, boasts approximately eight people per square mile.

National forest covers about seventy percent of the county, creating a "million-acre classroom"—a natural laboratory for FRC's unique outdoor programs. Nearly 350 miles of marked trails wind through the area, including about 75 miles of the Pacific Crest Trail. In addition, over 1,000 miles of river and streams and more than 100 lakes provide a recreational wonderland.

Plumas County's four-season climate and miles of wide open spaces favor outdoor activities. Fall, summer and spring invite hiking, biking, fishing, boating, tennis, golf, climbing, swimming, waterskiing and horseback riding. When the snow falls, cross-country ski trails lead in every direction. Other local favorite activities include snow camping, ice skating, and snowmobiling.

### Diversity

On campus, students enjoy a variety of extra and co-curricular activities designed to reflect the interests of a diverse student population. Activities include entertaining and educational events that promote cultural and social awareness. Events are presented by the associated student organization, student support programs, music and drama classes, local artisan groups, and out-of-area performers.

### Athletics

FRC participates in intercollegiate men's and women's basketball, soccer, and rodeo, men's football and baseball, and women's softball and volleyball. Campus athletic facilities include a gymnasium, outdoor courts for tennis and basketball, an all-weather track and football stadium, as well as baseball, softball and soccer facilities.

## DEGREES

*Feather River College offers two-year Associate Degree programs that prepare students for employment or serve as the foundation for higher degrees. FRC awards degrees in the following traditional majors:*

AA Administration of Justice  
 AA Administrative Office Management  
 AS Agriculture (University Studies)  
 AA Art  
 AS Biology  
 AA Business  
 AA Early Childhood Education  
 AA English  
 AA General Studies: Social and Behavioral Sciences  
 AS Health and Exercise Studies  
 AA History  
 AA Liberal Arts: Anthropology  
 AA Liberal Arts: Culture and Society  
 AA Liberal Arts: Humanities  
 AA Liberal Arts: Sociology and Social Sciences  
 AA Liberal Studies  
 AS Mathematics  
 AA Nutrition, Foods and Culinary Arts  
 AS Physical Science  
 AS Vocational Nursing

*In addition, FRC offers two-year degree programs in fields as unique as its high Sierra location:*

AS Environmental Science (\*in approval process – see Advisor)  
 AS Environmental Studies  
 AS Equine Studies  
 AS Equine Studies: Horse Training Skills  
 AS Equine Studies: Pack Skills  
 AS Equine Studies: Rodeo Concentration  
 AA Outdoor Recreation Leadership

## TRANSFER

Many Feather River College students plan to continue their education at four-year colleges or universities. FRC transfer classes parallel the freshman and sophomore courses offered at four-year schools. All lower-division general education requirements, and many introductory major requirements, can be completed at FRC in preparation for a bachelor's degree.

Transfer students work closely with counselors/advisors to identify and schedule classes needed for specific majors.

FRC's transfer program provides a supportive, affordable transition to university-level education.

## ASSOCIATE DEGREE REQUIREMENTS

**To graduate with an Associate Degree from Feather River College a student must:**

1. Complete a minimum of 60 semester units. A minimum of 12 semester units must be completed at FRC, and the student must be in residence at FRC at the time of application, or a student must successfully complete a minimum of 32 associate degree applicable units at FRC prior to transfer.
  - A minimum of 24 semester units of FRC General Education Core, or equivalent, courses selected from areas A through F must be completed. (See Graduation and Transfer section.)
  - A minimum of 18 semester units must be completed in the student's major.
  - A maximum of 12 semester units of Pass/No Pass grades may be applied to the Associate Degree.
  - A maximum of 16 semester units of Occupational Cooperative Work Experience or a maximum of 6 semester units of General Cooperative Work Experience may be applied to the associate degree.
  - A maximum of 6 units of HES activity courses may be applied as electives toward the total number of units required for an associate degree.

Courses numbered in the 300s and all noncredit courses may not be applied to the Associate Degree.

2. Maintain a minimum cumulative grade point average (GPA) of 2.0 (also required for certificates).

3. Submit a completed [Preliminary Petition to Graduate](#) to the Admissions and Records Office before the published deadline. Following a review of the student record to determine that all requirements have been met, a [Final Petition to Graduate](#) will be sent to the student by the Admissions and Records Office.

## CATALOG RIGHTS

Students maintaining continuous attendance at FRC have Catalog Rights in their choice of regulations determining graduation requirements. They may use the requirements in effect at either the time they begin their studies at FRC or when they graduate from FRC. Maintaining continuous attendance is defined as successfully completing at least one course in each academic year. It is the student's responsibility to indicate which catalog they elect to follow at the time the graduation petition is submitted.

## MULTIPLE MAJORS

**The following rules apply to granting multiple majors:**

1. The General Education Core to be used must match that stipulated under Catalog Rights.
2. Major course work may be divided into two parts:
  - Courses required for the major (core) and
  - Courses listed as electives for the major. A particular major may, for example, require 24 units of major core and 6 units of major electives. By this policy, 2 major elective units used in one major may be used to satisfy elective units for other majors.
3. Course work applied to the General Education Core, or equivalent, of an initial degree or majors may be used to satisfy the General Education Core of multiple degrees.

## ELIGIBILITY FOR ADMISSION

### **Feather River College accepts for admission:**

- Anyone over 18 years old; or,
- Anyone under 18 years old who:
  - Has graduated from high school, or has passed the California High School proficiency test.
  - Is a high school junior or senior and has the approval of their school principal.

**Special Co-enrollment Student Permit forms are required of all K-12 students.** They are available from area high school counseling offices and from Feather River College. All K-12 students must have the approval of a parent/guardian, school principal/counselor, Feather River College counselor/advisor (academic classes only), and the Director of Admissions and Records. Students below the 11th grade must also have instructor approval prior to enrolling in classes. The standard enrollment fee is waived for high school students. Other fees may apply.

**Feather River College has an Open Enrollment admissions policy.** All applicants who meet the eligibility requirements listed above will be accepted for admission to Feather River College regardless of prior academic experience. Prior to registration, all new students should complete an Application for Admission available on the Feather River College Website, [www.frc.edu](http://www.frc.edu).

## OPEN CLASS POLICY

The policy of the Feather River College district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the College and who meets any course prerequisites.

## RESIDENCY REQUIREMENTS

Feather River College accepts residents of California, out-of-state residents, and international students. All new students are required to file a statement of residency at the time of registration.

- **California Residents** pay no tuition fee; they pay only a standard enrollment fee as mandated by the state.
- **Out-of-State Nonresidents** enrolling in 3.5 units or more pay a tuition fee in addition to the standard enrollment fee. Out-of-state students enrolling in fewer than 3.5 units pay only the standard enrollment fee.
- **Nevada residents** who have submitted a Special Nevada Student Admission (Good Neighbor) application and have been approved will be eligible to pay a "good neighbor" rate. More information is outlined later in this section.
- **International students** pay an out-of-state tuition fee in addition to the standard enrollment fee and are subject to additional admissions requirements as outlined later in this section.

### **Resident Students**

Resident students are defined as those who have lived in California for at least one year and one day prior to the first day of instruction each semester, and intend to remain in the state. Proof of residency and intent (such as a driver's license, tax return or rent receipts) is required by the Admissions and Records Office at the time of registration.

- **Persons over 18 years old** have the legal right to establish their own residence for the purposes of admission. The year of residency must begin after the eighteenth birthday.

- **Persons under 18 years old** may establish residency in accordance with the listed criteria and the following:
  - Married minors may establish their own residence.
  - Unmarried minors derive residence from the parent with whom they are living. If the minor lives with neither parent, residency is derived from the parent with whom he or she last lived. The residence of an unmarried minor cannot be changed by his or her own act, by appointment of a legal guardian, or by relinquishment of a parent's right of control.
- **Military personnel stationed in California** on active duty (not for educational purposes) and/or dependent children and spouses are entitled to resident classification during their first year in the state. After one year, students must present documentation that verifies their intention to become a state resident.
- **Permanent residence visa holders** who have lived in California for over one year qualify as residents. All other international students, except refugees and undocumented persons, are considered nonresident, international students.

### **Non-resident Students**

Nonresident students are defined as those who have not resided in California for at least one year and one day prior to the day of instruction each semester or who do not meet other criteria as outlined above.

### **Reclassification of Nonresidents**

Nonresident students may qualify for reclassification as resident students after they have lived in California for one year and one day. International students remain nonresidents throughout their stay at FRC. For information, contact the Admissions and Records Office.

### **Special Nevada Student (Good Neighbor) Policy (SB2000)**

In order to offer the unique programs and environment of Feather River College to neighboring Nevada students, a special agreement with the Board of Regents of the University of Nevada System allows a limited number of students from all Nevada counties to attend FRC each year at a reduced nonresident tuition rate. Eligible students are those who have lived in Nevada continuously for the previous 12-month period. For further information about the Special Nevada Student Policy and other fees, contact the Admissions and Records Office.

## INTERCOLLEGIATE ATHLETIC ELIGIBILITY

***Student athletes are required to maintain the regulations established by the Commission on Athletics, which include but are not limited to the following:***

1. A student athlete must be continuously and actively enrolled in a minimum of 12 credit units at his or her community college during the season of sport. Students dropping below 12 units are not eligible for competition until they are once again actively enrolled and attending class in at least 12 units.
2. Of the 12 units, at least 9 shall be attempted in courses counting toward the associate degree, remediation, transfer, and/or certification as defined by the College Catalog and as are consistent with the student athlete's educational plan.
3. In order to continue athletic participation in any sport, the student athlete shall maintain a cumulative 2.0 grade point average in accredited post-secondary coursework completed since the start of the semester/quarter of the first participation in any sport, regardless of the college attended.
4. To be eligible for the second season of a sport, the student athlete must successfully complete 24 semester units with a 2.0 grade point average before the semester of the second season of completion.

Note: College units mentioned do not apply until the student has first participated in a collegiate sport.



**Transfer Rule**

A student transferring to a California community college for athletic participation purposes whose last competition was at another California community college must complete 12 units in residence prior to the beginning of the semester/quarter of completion for that college. Transfer status is determined by where the athlete last competed, not necessarily where the student last attended.

**Late Registration**

A student athlete must be registered, enrolled, and attending class no later than four (4) weeks after the first day of class instruction in order to represent that California community college in athletic competition during that season.

**IMPORTANT:** The eligibility requirements are very rigorous. Athletes are strongly advised to become knowledgeable of them in order to avoid loss of eligibility. All interested students are urged to contact the Athletics Office at the beginning of the school year to learn the requirements.

**FRC Athletic Participation Requirements**

The Feather River College Athletic Department requires the following processes be completed by each student athlete prior to participating in any FRC athletic activity.

1. **Attend Mandatory Athletic Orientation** to obtain athletic rules and regulations, complete required forms, and become familiar with the Athletic Code of Conduct and individual team rules.
2. **Complete a Sports Physical** to be released to participate.
3. **Complete the Following Forms:**
  - Felony Form (must be currently felony-free)
  - Release of Liability Form
  - Travel Release Form
  - Release of Information Form
  - Eligibility Form
  - Tracers, if needed, along with official transcripts

**INTERNATIONAL STUDENT ADMISSIONS**

[http://www.frc.edu/admissionsandrecords/foreign\\_students.htm](http://www.frc.edu/admissionsandrecords/foreign_students.htm)

Feather River College welcomes applications from international students and is authorized under federal law to enroll non-immigrant alien students.

**Students are required to submit the following information in English:**

1. Completed Feather River College Registration Application (Form #1)
2. Completed International Student Application (Form #2)
3. Sponsor/Bank Statement of Financial Information (Form #3)
4. Health Questionnaire (Form #4)
5. Physical Examination form completed by physician (Form #5)
6. Composition explaining educational goals (Form #6)
7. Transcripts (high school, college, university)
8. Two (2) letters of recommendation (one from a teacher who can attest to ability to perform at the college level)
9. TOEFL score report, written test minimum score of 500, or computer-based test minimum score of 133.

Upon completion of all application requirements listed above, the I-20 form will be mailed to the student. The I-20 form must be presented to the appropriate officials in order to obtain an F-1 Student Visa and to enter the United States.

International students must complete a minimum of 12 units each semester, maintain at least a "C" grade point average, and complete their academic program at Feather River College within 6 semesters.

**International Student Tuition**

International students pay a nonresident tuition fee as listed in the Class Schedule or on the FRC Website. In some cases, the nonresident tuition fee may be paid on an installment plan, and arrangements can be made through the Student Accounts Technician in the Office of Admissions and Records. In these cases, the tuition fee must be paid in full prior to the end of each semester and prior to enrolling in a subsequent semester.

The nonresident tuition fee may be exempted provided that the nonresident has demonstrated need for the exemption, and not more than 10% of the nonresident international students attending Feather River College receive exemption. Exemptions are made pursuant to Ed Code Article 9, Section 76140 and may be made on an individual basis.

**International Student Employment**

International students may work on campus. Working off campus is only permissible under certain provisions of law while in the United States on a student visa. Such students should consult with the Registrar or Chief Student Services Officer prior to applying for off-campus employment.

**MATRICULATION PROCESS**

Matriculation is a statewide California Community College program that assists students in successfully completing their education and career goals. The matriculation process includes orientation, assessment testing, counseling/advising, and follow-up. Though the matriculation process is not mandatory, it is strongly recommended that students participate to assure a successful college experience.

**Matriculating students are defined as those who:**

- Are enrolling for six units or more; and/or
- Are pursuing a degree or certificate; and/or
- Plan to take English or Math courses.

**Matriculation Guidelines entitle each student to:**

1. Participate in the development of his or her Student Education Plan (SEP). A student who believes the College has not provided him or her the opportunity to participate in the development or implementation of this plan may file a complaint with the Chief Student Services Officer.
2. Equal opportunity to engage in the educational process regardless of ancestry, color, national origin, gender, age, religious creed, sexual orientation, physical or mental disabilities, medical condition, or marital status. A student who alleges he or she has been subject to unlawful discrimination may file a grievance with the Director of Human Resources/EEO.
3. Challenge any prerequisite as stipulated in AP 4260. In any case, the instructor of record has the right to allow a student to enroll without a prerequisite and/or co-requisite if the instructor determines the student can be successful in the course.
4. Challenge assessment test results, retake the assessment test, and request to enroll in a course that is not recommended by the assessment process.
5. Review the matriculation regulations of the California Community Colleges and file a complaint if he or she believes the College has engaged in any practice prohibited by these regulations. The regulations are available for review, and complaints may be filed with the Chief Student Services Officer.



## MATRICULATION SERVICES

### Student Orientation

Feather River College offers two basic types of new student orientation: on-campus and online. Both types are designed to familiarize students with the FRC campus, faculty and staff, college programs and policies, and student rights and responsibilities. In addition, both assist students in completing the initial steps in matriculation, provide information about how to be successful in college, and explain the support services available both on and off campus. For an extended orientation, students can enroll in College 100, Becoming a Successful Student. All students are encouraged to take part in an orientation.

### Assessment Testing

Assessment tests indicate an entering student's skill levels in reading, writing, and math and assist the student and advisor or counselor in determining appropriate class placement. The tests take about two hours to complete and require no preparation; results are available almost immediately. Assessment testing is to be completed prior to pre-registration counseling/advising appointments. Results do not affect eligibility for admission.

Assessment tests can be taken at the FRC Assessment Center or at a local community college. Appointments for on-site testing must be made through the FRC Assessment Center at least one day in advance.

Special testing accommodations are available for students with disabilities and limited English skills by advance appointment.

### Advising/Counseling

Entering students meet with an advisor or counselor before registering to identify educational and career goals and to develop a schedule of classes and a long-range, individualized Student Education Plan (SEP). Assessment scores and high school and/or college transcripts are used to help in this process. Preparation of an SEP helps ensure that students will meet all Associate Degree, transfer, and/or certificate program requirements in a timely manner. Students who have completed 15 units of college credit are required to have a completed Student Education Plan on file, which should be updated every semester. Advisors and counselors are available to support student progress toward academic goals on an ongoing basis.

### Follow-Up

Advisors and counselors monitor student progress on an ongoing basis. Students are encouraged to meet with their advisor or counselor at least once a semester to update their Student Education Plan (SEP) and identify services that might assist them in completing their educational goals. Through an Early Alert process, faculty members identify students who are facing challenges in their courses. An Early Alert Committee then conducts intervention interviews with these students to ensure that they are aware of available support services and assistance programs and to make referrals as appropriate.

Available support programs include, but are not limited to: Disabled Student Programs and Services, Extended Opportunity Programs and Services, TRIO Student Support Services, Financial Aid Services, Child Care Services, English as a Second Language Program, Tutorial Services, and Career/Transfer and Job Placement Services.

### Exemption from Matriculation

Students have the right to waive participation in the matriculation process except for admission and follow-up components. The following exemption criteria apply:

#### Orientation

- AA/AS degree or higher
- Previous college orientation
- Taking only activity or contract instruction courses

### Assessment

- AA/AS degree or higher
- Have test scores that comply with college adopted equivalencies
- Enrolling in courses with no skill level prerequisites
- Have completed coursework at another college equivalent to Math 016 (elementary algebra) and/or English 101 (college-level reading and composition) with a grade of "C" or better
- Taking contract instruction courses

### Counseling

- AA/AS degree or higher
- Less than six units with no English or Math
- Not pursuing degree or certificate
- Activity courses only

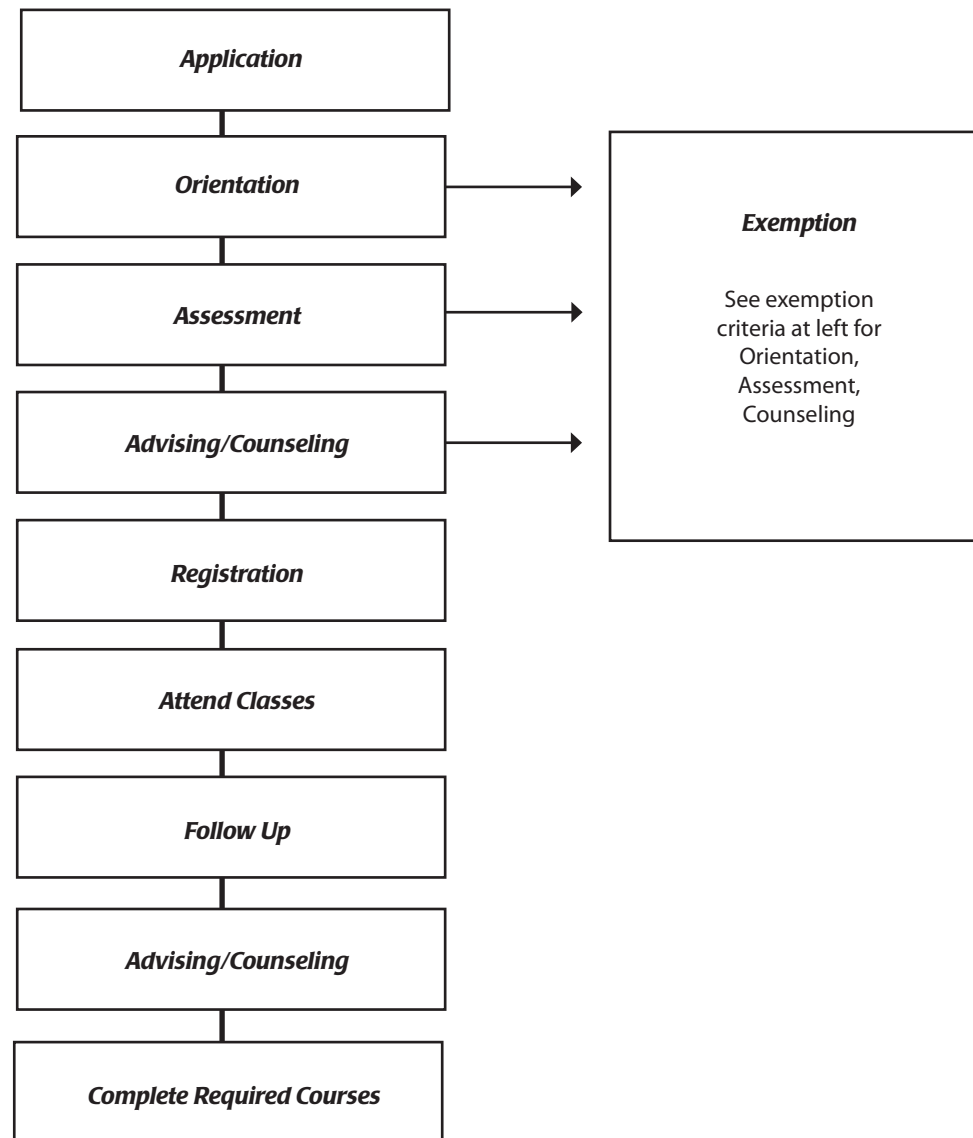
### Students who are planning to pursue exemption status for any and/or all of the above mentioned matriculation components must:

- Have a signed waiver on file in the Advising/Counseling Office
- Update their status each semester on the Admission Application



### MATRICULATION CHECKLIST

The following checklist is a guide through the matriculation process. Many of these steps may be completed online at <http://www.frc.edu>.



### MATRICULATION POLICY

Pursuant to the requirement of the Seymour-Campbell Matriculation Act of 1986, Feather River Community College District reaffirms its commitment to serve all students who can profit from its instructional programs, to ensure students equal educational opportunity, to provide them the necessary services for optimizing their opportunities for success, and to help them obtain the appropriate information/assistance for achieving their educational goals.

Matriculation is the process that brings the college and credit seeking student into an agreement for the purpose of realizing the student’s educational goal through the college’s established programs, policies, and requirements. The District has a Matriculation Plan that clearly delineates the areas of responsibility under this agreement. Compliance with these responsibilities is monitored by the state Chancellor’s Office as stipulated by the Matriculation Act.

### THE MATRICULATION AGREEMENT

#### Student Responsibilities

1. The expression of at least a broad educational intent upon enrollment.
2. The declaration of a specific educational goal after the completion of 15 semester units of degree-applicable credit course work and cooperation in the development of a Student Education Plan within 90 days after declaring a specific educational goal.
3. Diligence in class attendance and completion of assigned course work.
4. The completion of courses and maintenance of progress toward an educational goal, according to standards established by the College, the District, and the state.

**Note:** The College may withhold matriculation services from students failing to cooperate in meeting the above expectations.

#### District Responsibilities

The District will provide appropriate matriculation services that shall include:

1. The processing of registration for admission in a timely manner.
2. Orientation and pre-orientation services designed to provide, on a timely basis, needed information about instructional programs, course prerequisites, student services, college regulations, and student rights and responsibilities.
3. Written information to all students describing student rights and responsibilities.
4. Assessment testing of students with state approved tests to determine student competency in computational and language skills; to identify aptitudes, interests, and educational objectives; and to evaluate study and learning skills.
5. Counseling and advising to assist students in interpreting test results and in developing and updating their educational plans.
6. A follow-up system to detect and correct early signs of academic difficulty and to ensure the academic progress of each student.
7. The referral of students to: (1) support services that may be available, including, but not limited to: counseling/ advising, financial aid, campus employment placement services, and Disabled Student Program and Services; and (2) specialized curriculum offerings including, but not limited to: pre-collegiate basic skills courses and programs in English as a Second Language.
8. An ongoing institutional research program to determine the effectiveness of matriculation programs, services, and procedures, including the determination of validity for placement testing procedures/instrumentation and course pre- and co-requisites and faculty and staff training to help students implement matriculation requirements.



## STUDENT RESPONSIBILITY FOR PROGRAMS AND COURSES

Every effort will be made by Feather River College to assist students in planning a program of study that will help them meet their academic and career goals. However, final selection of courses and completion of program requirements are the responsibility of the student.

Students are also responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Instructors, in turn, are obligated to teach courses in a meaningful, systematic manner and to inform students at the beginning of a course of the academic standards that will be required of the student.

### Limitation of Load

Students may enroll for a maximum of 19 units per semester. To exceed the maximum unit enrollment, students must obtain the prior approval of the Chief Student Services Officer through a petition available at the Admissions and Records Office.

### Overlapping Courses

Students may not enroll in courses or labs that have overlapping meeting times. Requests for exceptions to this rule must be submitted to the instructors and the Chief Instructional Officer on a special Overlapping Courses form available at the Admissions and Records Office.

### Adding Courses

Registered students may add courses to their semester class schedules only through specific deadline dates published each semester in the Class Schedule.

### Dropping Courses

Students may drop courses from their semester class schedules through 75% of the course duration. Courses dropped during the first 30% of the term will not be recorded on the student's educational record. Courses dropped after the first 30% of the term will be designated on the student's record with a grade of "W," indicating official withdrawal from the course. Specific deadlines for dropping courses are announced in the current Class Schedule.

### Auditing Courses

Students may audit courses under the following conditions:

- Students are ineligible to enroll for credit because they have already taken a course the maximum number of allowable times, and
- The admission of audit students will not result in credit students' being denied access.

### Auditing Registration Procedure

Students should file a written petition in the Admissions and Records Office requesting permission to audit a class and stating the reason for the request. Do not petition instructors for audit status. Audit petitions will be approved the first day of class if the class remains open. Priority in class enrollment will be given to students who take the course for credit.

Students who wish to audit a class after the last day to register must have written permission of the instructor. Final determination to permit a student to audit a course will be made by the Chief Instructional Officer or a designee.

### Auditing Registration Procedure

Students should file a written petition in the Admissions and Records Office requesting permission to audit a class and stating the reason for the request. Do not petition instructors for audit status. Audit petitions will be approved the first day of class if the class remains open. Priority in class enrollment will be given to students who take the course for credit.

Students who wish to audit a class after the last day to register must have written permission of the instructor. Final determination to permit a student to audit a course will be made by the Chief Instructional Officer or a designee.

### Audit Fees

A fee of \$15 per unit will be charged to audit, except as noted:

- Students enrolled in 10 or more units of credit courses at FRC will not be charged to audit 3 or fewer units. They will be charged to audit more than 3 units at the \$15 per unit rate.
- Individuals who are not currently enrolled at FRC may audit courses, but they must pay the health and transit fees. They may either pay the student health fee in addition to enrollment fees or show evidence of medical and accident insurance.

### Audit Responsibilities

Students who audit a course will be expected to participate in all class activities with the exception of examinations. Auditors who fail to participate or to attend will be subject to being dropped from the class. Auditors are expected to provide all course materials. Students may not change their audit status to credit status.

## REGISTRATION CHECKLIST

***Follow these recommended steps prior to enrolling in courses at Feather River College:***

### Complete Assessment Testing

Assessment tests may be taken at Feather River College or at your local community college. Contact the FRC Assessment Office at 1-800-442-9799, ext. 313, for details.

### Mail High School or College Transcripts and Assessment Test Scores to:

**Feather River College**  
Admissions and Records Office  
570 Golden Eagle Avenue  
Quincy, CA 95971

### Complete Financial Aid Applications (FAFSA and CAL Grant)

Log onto [www.fafsa.ed.gov](http://www.fafsa.ed.gov), and contact the FRC Financial Aid Office at 1-800-442-9799, ext. 218 or 283.

### Search and Apply for Scholarships

The application deadline for the Feather River College Foundation scholarships is in early spring. Contact the FRC Student Services Office at 1-800-442-9799, ext. 317, for details.

### Apply for Special Services

FRC offers a number of services to students who qualify, such as TRIO-Student Support Services (TRIO-SSS), Extended Opportunity Programs and Services (EOPS), CalWorks, and Disabled Student Services (DSP&S). Contact the Student Services Office at 1-800-442-9799, ext. 317, for more information.

**Admission Application**

Complete the online Admission Application by going to the Feather River College Website. Contact the Admissions and Records Office if you have questions about this process.

**Schedule an Advising/Counseling Appointment**

Contact the Counseling Office at 1-800-442-9799, ext. 313, to make an appointment with an academic counselor or advisor.

**Find Housing**

Start early as on-campus housing fills quickly. Visit the FRC Website at <http://www.frc.edu> and click on Housing for more information regarding on- and off-campus housing.

**COURSE NUMBERING SYSTEM****The FRC numbering system generally identifies courses according to their basic purposes:**

001-099	Associate Degree applicable, non-transferable
100-199	Freshman level transferable
200-299	Sophomore level transferable
300-399	Non-degree, nontransferable credit
600-699	Noncredit courses for the disabled

Contact the Assessment or Counseling Office for specific course transferability information.

**COURSE REPETITION****Students are permitted to repeat a course when:**

- The course in question may be repeated for credit (See academic advisor.)
- A substandard grade has been received
- Special circumstances occur in which a "C" or better grade was earned

Students wishing to repeat a course under the provisions below must file a Petition for Repetition with the Records Office prior to enrollment.

Courses in which a substandard grade (D, F, W, NC) was received may be repeated. The new grade will be used in grade point calculation and considerations associated with the awarding of certificates or degrees. However, the previously recorded grade will remain legible on permanent records.

Courses in which a substandard grade was not received may be repeated under special circumstances. Special circumstances do not include a long lapse between the time the class was first taken and the present or the need to achieve a higher grade to qualify for entrance into a program. The new grade will be noted on permanent records, but the originally recorded grade will be used to calculate grade point average and in considerations associated with the awarding of certificates or degrees.

**STANDARDS OF SCHOLARSHIP****Pass/No Pass**

Students who do not wish to receive a letter grade may enroll in 3 units (or in one class exceeding 3 units) per semester on a Pass/No Pass basis.

- (P)** Credit will be awarded for work equivalent to a grade of "C" or better.
- (NP)** No Credit will be given for "D" or "F" work.

- Students may not take courses in their majors on a P/NP basis.
- A maximum of 12 units of P/NP grades may be applied toward completion of the Associate Degree.
- Courses with P/NP grades may not be accepted by transfer institutions.
- Once the P/NP form is filed, the designation may not be converted to a letter grade.

Students who wish to be graded on this basis must complete a P/NP form and return it to the Admissions and Records Office no later than before the end of the first 30% of the duration of the course. P/NP grades will be recorded on the student's permanent record, and unit credit will be awarded. P/NP grades will not be used to compute a student's grade point average. However, units attempted for which a NP grade is recorded will be used in determining progress probation and dismissal.

**Independent Study**

A student may, because of special circumstances, prefer to take a regularly offered FRC course through independent study. A student may also wish to take additional coursework in a field of study after having completed the sufficient courses within the field of study (as determined by the faculty member in the discipline) through directed study. Students must petition for independent and directed study courses using forms available in the Instruction Office. The petition must be approved by the supervising instructor and the Chief Instructional Officer and then filed with the Admissions and Records Office.

**Attendance**

Regular attendance promotes success in course work, and students are expected to attend all sessions of each class in which they are enrolled. Instructors set an attendance policy for each class and have the option of including attendance as a grading criterion. Any student enrolled in a course who does not attend the first two class meetings without prior notification to the instructor may be dropped from the course by the instructor without notice.

**Absence Due to Illness**

Students should notify their instructors if they will be unable to attend class due to illness. Students are responsible for making arrangements with their instructors to complete missed coursework.

**Fee Deferment Policy**

Feather River College will defer tuition and enrollment fees for any student who cannot pay the full amount at the time of enrollment. For the duration of the deferment of these fees, a "freeze" will be placed on all grades, transcripts, and enrollment in future semesters until the debt is satisfied. However, the student will still be able to add and drop courses during the current semester. Payment of this obligation will result in immediate release of the "freeze." Students using this deferment policy are bound to the institution's refund policies.

In addition to enrollment fees and the health services fee, students may be required to pay a transportation fee and a parking fee. Current fee information is published in the class schedules.



## CREDIT FOR ALTERNATIVE EDUCATION

*Feather River College recognizes the value of work completed at other accredited colleges and experience outside of the traditional classroom setting. Accordingly, college credit is awarded in the following areas:*

- 1. Previously Earned Units:** College credits earned at any accredited institution of higher education will be evaluated by FRC counselors for consideration as applicable toward meeting FRC Associate degree or certificate requirements.

Students must request that copies of official, sealed transcripts be mailed to the Admissions and Records Office from each college they previously attended.

Note: Awarded credit is not transferable to other colleges and universities; its acceptance is subject to individual institutional policies.

*A maximum of 40 units will be awarded in the following categories:*

- 2. Credit by Examination:** Students who are currently enrolled in at least one course (other than the course to be challenged) and who have completed 12 units at FRC with a 2.0 GPA in all college units attempted are eligible to seek "credit by examination" in a maximum of two courses. Credit by examination will be based upon a comprehensive exam designed by the supervising faculty member to cover the content of the course. If a course includes extensive writing or laboratory exercises, these will be included in the comprehensive exam. There may be courses for which a comprehensive exam cannot be developed or administered.

The student has the option of receiving pass/no pass or a grade. Students may not challenge introductory or less advanced courses if they have successfully completed advanced courses in the discipline. Students may not challenge a course for which they have received pass/no pass or grades, either satisfactory or unsatisfactory, from an accredited institution.

Eligibility for credit will be based on post high school experiences. Students must request "credit by examination" in the Admissions and Records Office during the first eight weeks of the semester in order to receive credit that semester. This petition must be signed by an instructor qualified to teach the course a student requests and who has agreed to supervise the examination. Agreement to supervise "credit by examination" is at the discretion of the individual faculty member. Students should not enroll in the course that is to be taken through "credit by examination." Contact Admissions and Records for applicable fees.

- 3. Military Service:** Six (6) units of general elective credits will be awarded for a minimum of one year of active service. In addition, credit will be awarded for work at Military Service Schools according to the standards established in the American Council on Educational Guides. Equivalent course and unit credit will be offered for USAFI courses that parallel Feather River College offerings. Credits are posted to transcripts upon completion of all other graduation requirements. Students should request the Military Evaluation form from the Admissions and Records Office and attach copies of their DD214 and certificate.
- 4. Advanced Placement Exam (APE) Credit:** Feather River College will award up to six (6) units of credit for each Advanced Placement Examination passed with a score of three (3) or higher. College credit will be given for purposes of general education certification. For a list of AP exams accepted, please contact the Registrar's Office.
- 5. College Level Examination Program (CLEP) Subject Examination:** FRC will award up to six (6) units of credit for each College Level Examination Program subject exam, except English, passed at the 50th percentile level or higher.

**General Examination:** Students may earn four (4) units of ungraded, elective credit applicable to the associate degree for each General Examination completed successfully. Minimum scores required for successful completion are:

<b>Humanities</b>	<b>489</b>
<b>Mathematics</b>	<b>497</b>
<b>Natural Science</b>	<b>489</b>
<b>Social Science</b>	<b>488</b>

### NOTE: CLEP & APE

Duplicate credit will not be awarded in the same area for both the Advanced Placement Exam and the CLEP subject exams. In order to receive credit, students must request that official test results be mailed directly to Feather River College from the testing service. Credits are posted to FRC transcripts upon completion of all other graduation requirements.

### Class Cancellations

Courses listed in the current Class Schedule are subject to cancellation based on low enrollment. If a class is cancelled, fees will be refunded automatically, and every effort will be made to reschedule students to meet their academic goals. Early registration and attendance at first class meetings will help ensure continuance of scheduled courses.

### College Withdrawal

To withdraw officially from all college courses prior to the end of a semester, a student must complete a Withdrawal form, available at the Admissions and Records Office, and follow the procedures outlined on the form. All college property must be returned, and any outstanding debts to the College must be paid before the Admissions and Records Office will release FRC transcripts. Enrollment fee refunds are available only through the second week of courses. A \$10 service fee is charged after the first day of courses.

### Military Withdrawal

A student who is a member of an active or reserve U.S. military service and who receives orders compelling a withdrawal from courses may withdraw at any time during the semester and qualify for a full refund of enrollment fees for any courses for which academic credit has not been awarded. The student must complete a Withdrawal form and verify military orders.



## GRADING SYSTEM

Evaluation of student achievement is made in relation to the attainment of specific course objectives. At the beginning of each course, the instructor will outline the course objectives and explain the basis upon which grades will be determined.

Grade	Grade Points Per Unit
A.....Excellent .....	4
A-.....	3.7
B+.....Good.....	3.3
B.....	3
B-.....	2.7
C+.....Satisfactory.....	2.3
C.....	2
D+.....Passing.....	1.3
D.....	1
F.....Failing.....	0
FW.....Failing Withdrawal.....	0

The following designations are not included in computing grade point averages (GPA), but may be used in determining progress probation and dismissal.

- P Pass** (At least satisfactory, units not counted in GPA)
- NP No pass** (Less than satisfactory, units not counted in GPA)
- I Incomplete** (units not counted in GPA)
- IP In progress** (class extends beyond term)
- RD Report delayed** (units not counted in GPA)
- W Withdrawal**

Detailed definitions of some of these designations are provided, as noted above, in this section.

\*Feather River College does not use non-degree applicable credit course grades in calculating students' degree applicable GPA (B55758.5(b)).

## GRADE POINT AVERAGE

A student's grade point average (GPA) is determined by the following formula:

$$\text{GPA:} = \frac{\text{Total grade points earned}}{\text{Total semester units attempted}}$$

GPA is computed on an individual semester basis and on a cumulative basis that includes all work completed at Feather River College. At the time of graduation, grades received for college level work at other institutions will be calculated and included in an overall GPA.

## GRADE REPORTS

Semester grades are usually posted by individual instructors within a week following final exams. Students may check grades on the student portal with their student identification number and PIN. Official grade reports are no longer mailed. Transcripts of grades will not be released to students who have outstanding financial obligations to the College, including unpaid library fines, enrollment fees, and returned checks.

## SCHOLASTIC HONORS

Feather River College recognizes academic honors for each semester and through annual acknowledgment of those who graduate with honors. In order to be eligible for the Honors List, a student must earn a grade point average of 3.2 or higher in one semester where 12 or more units are courses evaluated with letter grades.

Students who have completed all graduation requirements and have achieved a specified cumulative grade point average (GPA), which includes a minimum of 48 units in courses evaluated with letter grades, may be awarded the following levels of honors:

**Honors** - 3.2 to 3.399 GPA • **High Honors** - 3.4 to 3.599 GPA • **Highest Honors** - 3.6 to 4.0 GPA

## GRADE CHANGES

The determination of the students' grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence. A student who feels that an instructor has given an evaluative grade based on one or more of these conditions and has evidence to substantiate the claim may pursue an appeal by following the Grievance Procedure (AP5530) as outlined in the Student Rights and Responsibilities Handbook, which is available on line at <http://www.frc.edu/student-services>. Students requesting a change of grade on the basis of mistake, fraud, bad faith, or incompetence must begin the appeal process within one year from the end of the semester in which the course was taken.

### Incomplete Grades

- An incomplete grade of "I" may be given in the event of an unforeseeable emergency and justifiable reason if a student does not complete all requirements of a course in the regularly designated time period.
- Students requesting an incomplete grade must complete a Request for Incomplete Grade form available at the Admissions and Records Office. The Request for Incomplete Grade form is a contract between the student and instructor that outlines the conditions the student must meet to receive a final grade and a deadline for completion. The form will be kept on file in the Admissions and Records Office.
- An incomplete grade should be made up by the date designated by the instructor, but in no case later than one year from the end of the semester during which the agreement was filed.
- If the conditions of the request are not met within one year, the "I" grade will be changed to the grade indicated by the instructor on the form, or an "F" grade will be recorded if the instructor has not indicated otherwise.
- When the student has completed the coursework, the instructor will assign the appropriate grade on a Request for Grade Change form and submit it to the Admissions and Records Office. The incomplete grade will then be replaced with the appropriate final grade and recorded on the transcript.



## TRANSCRIPT REQUESTS

- A) Transcript requests may be made by:
- Using the Student Portal “request printed transcripts”
  - Downloading a transcript request form from <http://www.frc.edu>
  - Completing a Transcript Request form in the Admissions and Records Office
- B) Financial obligations to the College must be cleared prior to receiving transcripts.
- C) Students can view and print unofficial transcripts through the Student Portal.
- D) There will be no charge for the first two official transcripts requested. Additional official transcripts will be made available for \$5 each. Additional fees are charged for official transcripts needed on a “rush” basis. Transcripts to be faxed are \$10 and are considered unofficial transcripts. A charge of \$1 will be made for all unofficial transcript requests. Transcript fees are subject to change.
- E) Transcripts reflecting work completed at FRC prior to summer 1988 must be obtained from Peralta Community College District.

## STUDENT RECORDS

All student records at Feather River College are maintained at the Admissions and Records Office in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. Copies of the Act are available to students at the Admissions and Records Office. All rights apply equally to currently enrolled and former students.

### Right to Review and Challenge

Present and former FRC students have the right to inspect, review, and challenge the contents of all educational records related to them. Students who wish to inspect or challenge their records must make a request in writing to the Chief Instructional Officer.

### Privacy Rights of Students

Education records will not be released to any individual or agency without the written consent of the student, with the following exceptions:

- A student’s records are open to college employees acting in the course of their duties and to state and federal officials as defined in Section 54618 of the California Administrative Code.
- The College may grant access to individual student records for emergency purposes and for court orders as permitted in Sections 54620 and 54622 of the California Administrative Code.
- The College may release certain “directory information” unless the student informs the Admissions and Records Office within 10 days after courses begin that certain, or all of such, information cannot be released without the student’s consent.

### Directory Information

Directory information is contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.



## PREREQUISITES

A prerequisite is a requirement for prior coursework, knowledge, or skills that must be fulfilled by students before they may enroll in a course. Students who have equivalent experience may enroll in courses for which they have not fulfilled the prerequisite by securing the evaluation and consent of the course instructor. Students who wish to challenge prerequisite requirements should contact the Matriculation Director.

### Assessment Test Levels

Through assessment testing, each entering, matriculating student will be assigned a level of competency to assist in appropriate class placement. Levels are assigned in the three areas of reading, mathematics, and English and are based on assessment test cut-off scores. The levels are indicated below:

- Transfer and Associate level
- Associate Degree level
- Basic skills level – student needs assistance to prepare for college-level courses

### General Educational Development (GED) Testing and Subject Review

For students and community members who are over 18 years old and did not graduate from high school, FRC provides General Educational Development (GED) testing for those who want to earn a High School Equivalency Certificate. Testing schedules are available from the Career Center at ext. 313. Students must register at least 2 days before the testing session begins. Registration includes completion of a demographic form, validation of identification, and payment. Payment may be made with cash, a check, money order, credit card, or letter of intent to pay from a state, federal, county, or public agency. Testing begins at 9 AM, and sessions are conducted over 2 days. The GED Test includes 5 subject areas: Writing, Reading, Social Studies, Science, and Mathematics. Total examination time is 7.5 hours, so examinees are encouraged to take the test over the two-day session. For current testing fees and further information, contact the Career/Transfer Center, 1-800-442-9799, ext. 288. Transfer Center @ 1-800-442-9799, ext. 288

### Tech Prep Articulation

Feather River College and Plumas, Sierra and Lassen County secondary schools have established several individual course articulation agreements in their vocational programs. The purpose of these agreements is to provide a smooth transition from high school to college, eliminate duplication of coursework, better utilize resources, and give high school students the incentive to begin education/training at advanced levels. Secondary students will receive college credit for articulated course(s) after demonstrating competency by examination or consultation or both, as determined by the FRC instructor. For more details, contact the FRC Instruction Office.

## TUITION AND FEES

Current tuition, enrollment, health, transportation, and other optional fees are listed each semester in the Class Schedule or can be found on the FRC Website at <http://www.frc.edu>. Information on the full cost of attendance at FRC is provided at <http://www.frc.edu/financialaid>.

## FEE REFUNDS

### ***If the balance is \$10 or more:***

Student fee refunds for full-term courses will be processed automatically by the College for 100% of the balance minus the \$10 refund processing fee for full-term courses dropped through the second week of courses. No refunds will be issued for full-term courses dropped after the second week of courses.

Refunds for half-term courses will be automatically processed for 100% of the balance minus the \$10 refund processing fee for half-term courses that are dropped through the first week of courses. No refunds will be issued for half-term courses dropped after the first week of courses.

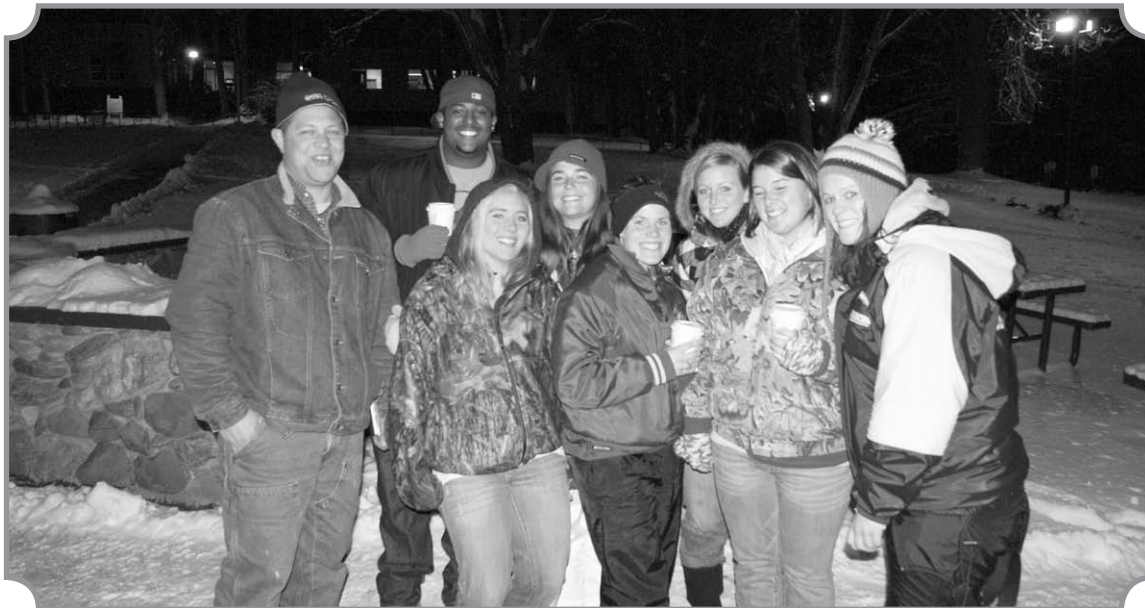
Refunds for short-term courses will be processed automatically for 100% of the balance minus the \$10 refund processing fee for short-term courses dropped prior to the first class meeting. No refunds will be issued for short-term courses dropped after the first class meeting.

\* If a student receives financial aid and then completely withdraws or drops from all courses, the student may be responsible for some or all financial aid received.

### ***If the balance is less than \$10:***

The amount will be credited to the student for the next semester. Credits not used in the following semester will be written off.

The College will automatically process a full refund if the College cancels a class.



## FINANCIAL AID

### **FINANCIAL AID PROGRAMS PROVIDE FUNDS TO STUDENTS TO HELP MEET EDUCATIONAL AND LIVING EXPENSES WHILE ATTENDING COLLEGE.**

The Financial Aid Office is available to assist students in obtaining funds to help cover college costs. Financial assistance is available from the federal and state governments, Feather River College, and local organizations. Financial aid awards are generally based on the student's documented financial need, or, in the case of scholarships, merit and/or need. Financial aid comes in the following forms:

**Grants:** Federal or state assistance with no obligation for work or repayment.

**Scholarships:** Money that is awarded based on merit and/or need and does not have to be repaid.

**Work:** Federal Work-Study (FWS) provides part-time job opportunities to students who have financial aid eligibility and show need. FWS gives students a chance to earn money to help pay for educational expenses and provides valuable work experience.

**Loans:** Federal Subsidized, Unsubsidized, and Parent PLUS loans must be paid back with interest.

Meeting college expenses is a cooperative effort between the student, the student's family, and the federal government. The student and the student's family have the primary responsibility for financing the cost of the student's education, to the extent that the family can contribute. The student shares in this responsibility and is expected to contribute from savings, employment, and, if necessary, loans.

Financial aid programs, such as scholarships, Pell Grants, work-study jobs, and other state and federal grants and loan programs, are designed to help students meet educational costs, including enrollment fees, books and supplies, living expenses, transportation, and miscellaneous expenses.

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal and state aid. The application may be completed electronically at <http://www.fafsa.ed.gov>. To qualify for federal and state aid:

- Students must be U.S. citizens or eligible noncitizens.
- Students must have Social Security numbers.
- Male students over the age of 18 must be registered with the U.S. Selective Service.
- Students must have a high school diploma or its equivalent, a GED, complete a high school education in a state-approved home-school, or pass one of the "ability to benefit" requirements approved by the U.S. Department of Education.
- Students must be enrolled in a program offered at FRC for the purpose of completing an AA/AS degree, a transfer program, or a certificate program that is eligible for financial aid. Some certificate programs are not eligible.

### **FINANCIAL AID APPLICATION AND PAYMENT PROCESS**

1. Students must complete a Free Application for Federal Student Aid (FAFSA) to be considered for any type of federal financial assistance. To complete the FAFSA, students and parents must sign it electronically with their respective Personal Identification Numbers (PINs). The PIN can be obtained simultaneously as a part of the FAFSA application. This PIN will allow a student and/or parent to submit and sign an application electronically, make corrections, check the status of their application, and access a pre-filled renewal FAFSA. Applications of dependent students must include a parent's signature. The application or renewal application must be filed annually at <http://www.fafsa.ed.gov>.

***In order for FRC to receive the application, the FRC school code 008597 must be included on the FAFSA.***



2. Students receive their Student Aid Report (SAR) from the federal government within a couple of weeks after submitting the FAFSA. If the student's email address is entered on the FAFSA, the SAR will be sent to the student via email. After reviewing the SAR, the student should fix any errors immediately by making corrections to the FAFSA at <http://www.fafsa.ed.gov>.
3. Once FRC has received the student's FAFSA from the federal government, the Financial Aid Office will request additional information in order to process the student's file, including federal tax returns and the verification form if the federal government has selected the file for verification. The award will be finalized only after all required documentation has been received and reviewed by the Financial Aid Office staff. Additional information may be requested at any time, and students are notified of eligibility changes, should they occur.
4. Financial aid disbursements are released at the beginning of each term and continue weekly throughout the year as students complete the required documentation and the Financial Aid Office is able to finalize the files. Educationally related fees or costs owed to the College will be deducted from the financial aid disbursement, and a refund will be issued to the student for any remaining balance.
5. Pell Grants are disbursed in two payments each semester. Loans for first-time borrowers are disbursed the sixth or seventh week of the semester. These dates are published on the Academic Calendar. Also, single-semester student and parent PLUS loans are disbursed in two parts.
6. Financial aid refund checks are produced and distributed by the Student Accounts Department. Photo ID is required at the time of check pickup.

**FINANCIAL AID FUNDING PROCEDURE AND PRIORITIES**

1. FAFSAs are accepted throughout the award year. However, they should be submitted to the federal government by March 2nd prior to the start of the academic year to ensure maximum consideration for available funds (including Cal Grants for California residents).
2. The Expected Family Contribution (EFC) is calculated based on the federal need analysis. Federal aid is awarded on the basis of financial need, including the Pell Grant, Federal Work Study, SEOG, and ACG. The Cost of Attendance minus the EFC equals the student's financial need.
3. Priority in the awarding of Federal SEOG is given to those students who demonstrate exceptional financial need and who submit the FAFSA to the federal government by the March 2nd priority deadline.
4. Federal student loans and parent PLUS loans are available to all students, regardless of need.

**FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY**

Federal regulations require that all students receiving Title IV aid meet or exceed the Financial Aid Satisfactory Academic Progress Policy established at that institution. It is the established policy at Feather River College that the Financial Aid Office will evaluate a recipient's progress.

**GPA and/or Unit Completion**

Students shall maintain a 2.0 or higher cumulative grade point average.

Students must make progress towards their academic goal each semester they are enrolled. At least 70% of all units attempted in the semester must be completed. **"Attempted Units" are all courses for which the student has received a grade on the transcript, including W, FW, F, IP, NC, RD, I, and NP grades.**

A student's GPA and rate of completion will be evaluated at the end of each semester. **Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and P are considered units completed in determining the 70% rate of completion.** Students who drop below a cumulative 2.0 GPA and/or who don't complete 70% of their attempted units will be placed on Financial Aid Probation for the next semester they enroll at FRC.

NOTE: Students who do not complete **any** units in a semester will be disqualified from receiving future aid at FRC.

**Financial Aid Probation**

Students on Financial Aid Probation **will** continue to receive their financial aid during the semester they are on Financial Aid (FA) Probation. Students on FA Probation are encouraged to take advantage of the many resources FRC offers to assist students in being successful.

Students will be sent a letter informing them of their FA Probation status. Students who are on Financial Aid Probation for a semester are expected to regain Financial Aid Satisfactory Academic Progress status by the end of that semester.

**Maximum Time Frame**

Federal regulations state that students must complete their program before they reach the maximum time frame, which is 150% of the published length of the program. Students who do not earn their degree or certificate or transfer by the time they have attempted 150% of the units required for their program will lose eligibility for aid at FRC.

The average number of attempted units stated below establishes a maximum time frame for making Financial Aid Satisfactory Academic Progress towards completing a program of study.

<b>AA, AS, Transfer:</b>	90 attempted units*
<b>Certificate Program:</b>	52 attempted units*
<b>LVN:</b>	120 attempted units

(\*Maximum units may vary according to the individual program.)

The maximum time frame given to students to complete their educational objectives will include all units attempted at FRC and all units from other schools transferred to FRC, regardless of whether aid were received during the time the student earned the units. Once this time frame is reached, a student will be disqualified from receiving financial aid at FRC. It is the responsibility of the student to be aware of their cumulative attempted units.

**Note:** Although a student may not have received financial aid while previously attending Feather River College, their cumulative GPA and unit limit is evaluated for Financial Aid Satisfactory Academic Progress at the time they become eligible for financial aid.

Maximum time frame is evaluated at the end of each semester. Students who are close to reaching their maximum unit limit will receive a letter of "warning."

**Financial Aid Disqualification**

*The following will result in loss of eligibility for financial aid at FRC:*

- Financial Aid Probation students who do not meet **both** the minimum 2.0 GPA requirement **and** 70% unit completion rate at the end of their probation semester
- Students who complete **no** units in a semester
- Students who have completed their program at FRC (earned their certificate or degree)
- Students who have reached their maximum time frame

The only type of aid that a disqualified student can continue to receive is the BOG waiver, if he or she is eligible for that waiver.

Financial Aid (FA) Disqualified students will be sent a letter informing them of the FA Disqualified status. The letters will also offer students the option of appealing their status and will include the documents necessary to complete the appeal process.

### The Appeal Process

Students may appeal disqualification decisions based on:

- GPA/unit completion and completion of no units
- Enrollment after program completion
- Maximum time frame

The appeal forms are available in the Financial Aid Office and on the Financial Aid Website. Students must submit the appropriate appeal form along with any required or optional supporting documentation to the Financial Aid Office. The Director of Financial Aid will review each appeal and will make a decision whether to approve the appeal and to restore the student's eligibility to receive financial aid at FRC. The student will be notified of the decision by mail. Students whose appeals are denied by the director may request that their appeal be heard by a Financial Aid Satisfactory Academic Progress Committee.

### Grade Change

It is the **student's responsibility** to notify the Financial Aid Office of a grade change at the time it is made in the Records Office. The Financial Aid Office will evaluate the student's transcript to determine if they have regained financial aid eligibility due to the grade change.

### COMPLETE WITHDRAWAL FROM CLASSES FOR A SEMESTER

Federal aid recipients who begin attendance in a given semester and withdraw from school before completing 60% of the semester may be subject to repayment of federal aid, called "Return of Title IV Funds." "Withdrawal" includes students who submit withdrawal forms as well as students who drop all classes, are dropped by all instructors, or do not earn any units for the semester.

Federal formulas are used to determine how much financial aid a withdrawn student has "earned." Unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she may be eligible to receive a post-withdrawal disbursement.

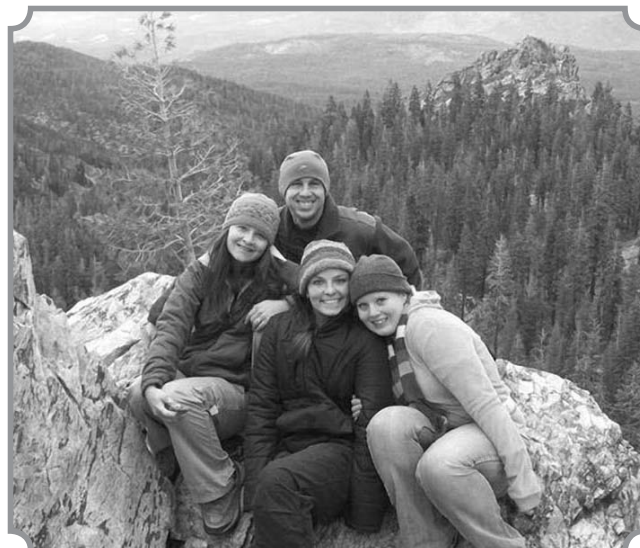
Under federal regulations, the school and/or the student may be responsible for returning funds to the federal government.

### Funds the student is to return:

Once FRC notifies the withdrawn student that he or she is responsible for repaying some of the aid previously received, the student will have 45 calendar days to make a payment to the College to repay these funds. If the student wishes to set up a payment plan for this repayment, the College will refer the case to the federal government so that the student can work with them to set up a satisfactory payment arrangement. If the student does not successfully pursue either of the above mentioned options within 45 days, the case will be referred to the federal government for collections, which will result in the student's immediately becoming ineligible for federal aid at FRC and all other colleges in the country.

### Funds the College is to return:

The College will immediately return to the government any funds the institution is responsible to repay due to the student's withdrawal. FRC will then bill the student on the student billing account in order to recover funds returned to the government. In addition to owing monies to the College, a hold will be placed on the student's account, which will prevent registration and the release of transcripts.



### POSSIBLE OVERPAYMENT OF FEDERAL AND/OR STATE FINANCIAL AID DUE TO CHANGE IN ENROLLMENT

Each semester has a financial aid enrollment revision deadline. The amount of Pell Grant, Cal Grant, and ACG a student is eligible to receive for the semester will correspond to the student's enrollment on the revision deadline. However, if a student receives financial aid based on a particular number of units and later drops units before a short-term class begins and/or is a "no show" dropped from a class resulting in a reduction in level of enrollment, the student may owe a repayment.

FRC will send letters to students who have received overpayments for the semester, notifying the students that they are responsible for repaying some of the aid previously received. Students with overpayments will have 30 calendar days to make a payment to the College to repay these funds. If the student wishes to set up a payment plan for this repayment, the College will refer the case to the federal government so that the student can work with them to set up a satisfactory payment arrangement. If the student does not successfully pursue either of the above mentioned options within 30 days, the case will be referred to the federal government for collections, which will result in the student's immediately becoming ineligible for federal aid at FRC and all other colleges in the country.

Contact the Financial Aid Office for more information on overpayment of funds and how it may affect your future eligibility for financial aid.

## FEDERAL PROGRAMS

### PELL Grants

Eligibility for the Pell Grant is determined from the FAFSA by the federal government. The amount of Pell Grant a student is eligible for (if any) is directly correlated to the Expected Family Contribution (EFC).

### Supplemental Educational Opportunity Grants (SEOG)

Supplemental Educational Opportunity Grants are for students with the most financial need who submit the FAFSA to the federal government by the March 2nd priority deadline. Awards are made on a first-come, first-served basis until available funds are exhausted.

### Academic Competitive Grant (ACG)

The Academic Competitiveness Grant (ACG) will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to students enrolled at least half-time who are eligible for a Federal Pell Grant and who successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Eligibility must be certified by the student's high school. Second-year students must maintain a cumulative grade point average (GPA) of at least 3.0. Eligibility for the ACG requires that first-year students graduated from high school after January 1, 2006, and that second-year students graduated from high school after January 1, 2005. The Academic Competitive Grant Program will sunset at the end of the 2010-2011 academic year and will not be awarded after that year.

### Federal Work Study (FWS)

The Federal Work-Study program provides jobs for students who have financial aid eligibility and show need. Students are paid at least the current minimum wage, but some wages are higher based on the type of work and the skills required. Awards are made on a first-come, first-served basis until available funds are exhausted.

### Federal Direct Loan Program

Stafford Loans offered at FRC are Federal Direct Loans that are low-interest loans made to students enrolled in at least 6 units (half-time enrollment). The loan funds come directly from the federal government. Students must repay loans; Federal Direct Loans offer flexible repayment terms. Repayment begins 6 months after the student discontinues their study program, graduates, or drops below half-time enrollment.

### Federal Direct Parent PLUS Loans

Federal Direct Parent PLUS loans are available to assist families of dependent students in meeting the costs of education. The borrowers for these loans are the parents who apply for them, not the students.

If a parent applies for and is not approved for a parent PLUS loan, the student is eligible for some additional student loan funds. PLUS loans do involve a credit check through the federal government.

## STATE PROGRAMS

### Fee Waivers

Fee waivers are available as a credit for the enrollment, transit, and health fees. Supported by the California Community Colleges through the Board of Governors, fee waivers (BOGW) are available to all qualifying students who are California residents, regardless of how many units they are carrying.

Fee Waivers are applied for in two ways, either by submitting the BOG application with supporting documentation or by submitting the FAFSA. Students who apply for the BOG by submitting the BOG application with the proper documentation to the FRC Financial Aid Office will generally learn the outcome immediately.

**California residents qualify for a fee waiver if they meet one of the following criteria:**

#### To qualify for a BOGW under method A:

- The student (or student's family) is receiving TANF/CalWORKs, SSI, or General Assistance. Documentation: Verification that he or she is a current recipient of TANF/CalWORKs, SSI, or General Assistance. (SSDI does not qualify for a BOGW-A.)

#### To qualify for a BOGW under method B:

- The student (or student's family) meets specified income standards for the specified calendar year. Documentation of the student's or family's income is required.

#### To qualify for a BOGW under method C:

- The student has filed a FAFSA with an Expected Family Contribution (EFC) less than the cost of attendance.

#### Special Qualifications:

- The student is the dependant of a deceased or disabled Veteran and meets the income criteria. This fee waiver is available through the local Veteran's Affairs office.
- The student is a recipient of the Congressional Medal of Honor or is a child of a recipient.
- The student is a dependant of a victim of the September 11, 2001 terrorist attack.
- The student is a dependent of deceased law enforcement/fire suppression personnel killed in the line of duty.
- The student is the dependant of a deceased or disabled member of the California National Guard.

### Cal Grants

Cal Grants are California state-funded grants that may be applied toward meeting educational expenses at California colleges. Students must complete the Free Application for Federal Student Aid (FAFSA) prior to the March 2nd deadline and be a California resident.

**Cal Grant A:** May be used at four-year colleges only and may be granted and held in reserve for students attending community colleges with the intention of transferring. Grants are awarded based on merit as well as financial need.

**Cal Grant B:** May be used at both two- and four-year colleges and may be awarded to part-time students. Grants are awarded based on merit, disadvantaged background, and financial need.

**Cal Grant C:** For students enrolled in two-year vocational programs at two- or four-year colleges. Part-time students may apply for this grant, which is awarded on the basis of financial need, vocational interests, and merit. Students can check the status of their Cal Grant applications and awards at <http://www.webgrants4students.org>.

### Chafee Grants

The California Chafee Grant Program provides funding to current or former foster youth to use for career and technical training or college courses. The Chafee Grant Program, also known as the Education and Training Voucher (ETV), is a federally funded program and is subject to the availability of federal funds each year. Additional information can be found at <http://www.chafee.csac.ca.gov>.

## SCHOLARSHIPS

Feather River College offers a variety of scholarships for entering, continuing, and transferring students. Scholarship opportunities and eligibility criteria continue to change. Applications and additional information is available in the FRC Financial Aid Office or on the FRC Financial Aid Website at <http://www.frc.edu>.

### **The Central California Inland Fisheries Kokanee & Salmon Foundation, Inc. (Kokanee Power) Phil Johnson Memorial Scholarships**

These scholarships provide up to \$1,000, depending on the number of applicants. Though priority is given to environmental studies students participating in the hatchery and fisheries courses, any student can apply by contacting Zachary Parks at (530) 283-0202, ext. 224.

### **Academic Senate Scholarships**

Two \$500 scholarships are awarded to a returning student who has completed 20 units or more. Students must have a GPA of 3.5 or higher to qualify.

### **The California State Employees Association #712 (CSEA)**

One \$500 scholarship is available to a recent high school graduate or a continuing FRC student. Students must have a cumulative GPA of 2.5 or better and be able to demonstrate community and/or school involvement. Contact Diann Jewett at (530) 283-0202, ext. 230

### **Rose Cortez Memorial Scholarship**

Book scholarships of \$100-\$600 are awarded to students who have previously completed at least 12 credits at FRC. Students must be enrolled full time and have a GPA of 3.0 or better. Scholarships are intended for continuing FRC students.

### **Faculty Union Scholarships**

Two \$300 scholarships are awarded to currently enrolled students. Applicants must be enrolled full time and have a GPA of 3.5 or higher to qualify.

### **FRC Foundation Scholarship**

Two \$780 scholarships to cover tuition costs (\$390 per semester) are awarded solely to undocumented students who have graduated from a California high school and who qualify for resident tuition pursuant to the provisions of AB 540. Students must be enrolled at FRC full time to receive the scholarship and must prove their academic qualifications and their desire to get a higher education. Information regarding AB 540 can be found at the FRC Webpage: <http://www.frc.edu/admissionsandrecords/AB540Information.htm>.

### **Rodeo Scholarships**

Rodeo Scholarships are awarded to members of the Rodeo Team based on performance, academics, and student need.

### **Osher Scholarships**

The Bernard Osher Foundation has made possible Osher Scholarships as part of the California Community Colleges Scholarship Endowment. Applicants must have completed 24 or more degree applicable units at the time of the initial scholarship disbursement, must be enrolled at least half time during all semesters in which the award remains active, must be receiving the BOG waiver, and must have a cumulative GPA of at least 2.0. Annual awards are up to \$1,000 each and will be prorated based on enrollment. If recipients continue to meet the Osher criteria and continue to be enrolled at FRC, these scholarships may be renewed up to a maximum cumulative award total of \$3,000.

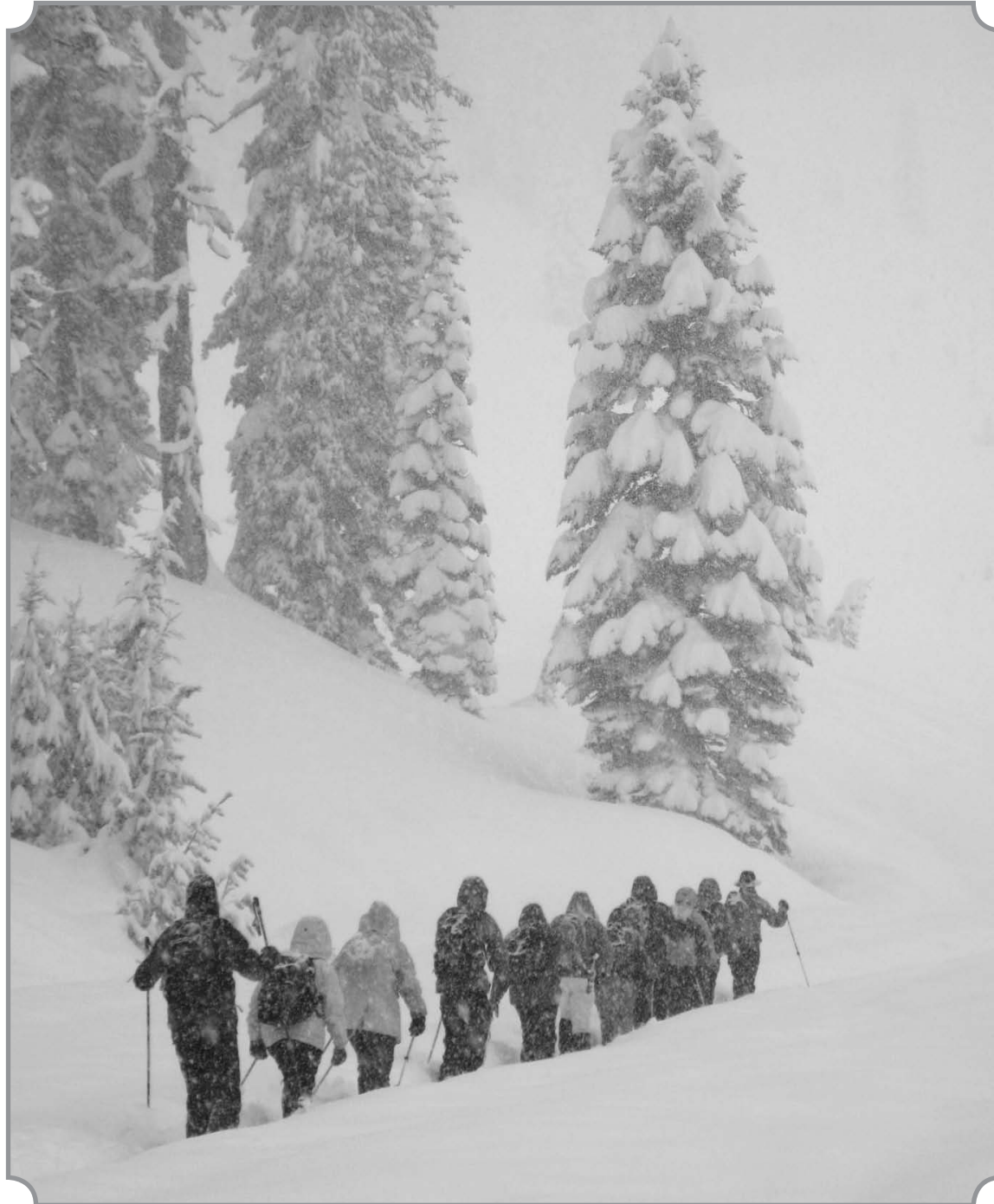


**George T. McNulty Student Success Osher Scholarship**

Applicants must have successfully completed 24 or more degree applicable units at the time of the initial scholarship disbursement, must be enrolled in a minimum of 12 units in the semester in which the award remains active, must be California residents receiving the BOG waiver, and must have a cumulative GPA of at least 3.0.

**Other Scholarship Opportunities**

The Financial Aid Office maintains information on other scholarships available to FRC students. Students may also find many scholarship opportunities by accessing the following Websites: <http://www.finaid.org>, <http://www.fastweb.com>, and <http://www.collegeboard.org>.

**VETERANS' BENEFITS AND SERVICES****Location**

The Veterans Certifying Officials are located in the Financial Aid Office.

**Eligibility**

*Feather River College has been approved by the U.S. Department of Veterans Affairs to offer benefits of higher education to veterans, reservists, and eligible dependents (including step-children or adopted children). These benefits are available through the following programs:*

- The Montgomery GI Bill (Chapter 30)
- Veterans Educational Assistance Program - VEAP (Chapter 32)
- Post-9/11 GI Bill (Chapter 33)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Montgomery GI Bill - Selected Reserves (Chapter 1606)
- Reserve Education Assistance Program - REAP (Chapter 1607)
- Educational Assistance Test Program (Chapter 901)

**How to Apply**

*There are three ways to apply for educational benefits:*

- Online at <http://vabenefits.vba.va.gov/vonapp>
- Plumas County Veteran's Services Office (530) 283-6275
- Feather River College

Eligible students must receive a Certificate of Eligibility from the VA before receiving benefits.

**Student Responsibilities**

*Before benefits are received, the student must provide the VA Certifying Officers with the following:*

- Certificate of Eligibility
- Completed Educational Plan through the Veterans Services Academic Advisor (each semester)
- Transcripts of all previous coursework
- A copy of DD-214 (veterans only)
- Completed assessment test
- A completed statement of understanding (each semester)
- Dependents receiving Post-9/11 must complete transfer of benefits

*Each semester, the student must meet with:*

- Veterans Services Academic Advisor to update the Educational Plan
- Certifying Officers to complete additional paperwork

Report any changes in enrollment or academic status that may affect VA benefits to the Veterans' Certifying Officials at FRC. **When changes are not reported, the result is often underpayment or overpayment of VA benefits.**

**Benefit Coverage**

When applying for benefits, the student must declare an eligible major. Payment of educational benefits is based on the number of units in which a student is enrolled. Benefits will be paid only for courses required for that degree. Once a satisfactory grade has been earned, the student may not receive benefits for a repeated course.\* Benefits are restricted on some types of courses. Students should always check with the Feather River College Certifying Officers before registering for courses.

### Satisfactory Academic Progress

The Veterans' Administration requires that veterans maintain satisfactory progress toward a degree. This includes maintaining a cumulative GPA of at least 2.0 and completing at least 70% of their attempted units. Veterans who become academically disqualified must follow the school's criteria for reinstatement after academic disqualification. Please refer to the Financial Aid Satisfactory Academic Progress Policy for complete details, copies are available in the Financial Aid Office.

### Course Repetition

A course may be repeated for VA benefits only if repetition is necessary to satisfy specific major requirements successfully. Veterans may repeat a class more than once and receive VA educational benefits if the condition that required the initial repetition still exists.

### College Fee Waiver Program for Veterans Dependents

The dependent child, spouse, or unmarried surviving spouse of a service-connected disabled or deceased veteran may be entitled to tuition and fee waiver benefits at Feather River College. The program is administered by the California Department of Veterans Affairs. Eligible students do not need to be drawing the GI Bill, but may be required to meet certain income requirements to qualify. Applications are available at the Plumas County Veterans Service Office located at: 270 County Hospital Road, Suite 107, Quincy, CA 95971



## ASSOCIATED STUDENTS OF FRC

The Associated Students of FRC (ASFRC) organization is an integral component of Feather River College's shared governance structure. Elected members serve on campus-wide committees and assist in organizing social and special interest activities. Elections for ASFRC executive officers are traditionally held in the spring. All students are encouraged to attend the open ASFRC meetings, which are held twice a month. The ASFRC schedule of meetings is posted at the Associated Student Office located on the lower level of the Campus Center.

### Student Activities

FRC sponsors a variety of extra and co-curricular activities designed to reflect the interests of a diverse student population. The Associated Students of FRC (ASFRC) organization plans entertaining and educational events, such as cultural and social awareness programs, special topic presentations, dances, dinners, concerts, and recreational activities.

### Student Clubs

Student clubs are open to all students and provide an opportunity to pursue special interests with those who share them. Clubs may vary from year to year depending on student interests, and their formation is actively encouraged. Clubs are required to have a club advisor (usually an FRC faculty or staff member) and must file for a club charter with the Associated Students of FRC. At least one club member is expected to attend ASFRC meetings on a regular basis to promote cooperative and coordinated activity planning among the various campus organizations. Clubs have access to special services provided by the Associated Students as well as free use of campus facilities for club events.

### Student ID Cards

Student photo identification cards are issued to all students at the time of registration. These cards serve as the bus pass for the Plumas Transit System for in-county travel. The ID card also serves as valid government-issued identification.

### Student Learning Outcomes for ASFRC

Students will demonstrate the following leadership skills by:

- Getting and giving information/communication
- Understanding group needs and characteristics
- Knowing and understanding group resources
- Controlling the group/facilitation
- Counseling
- Setting the example/mentoring
- Representing the group
- Problem solving
- Decision making
- Evaluation
- Sharing leadership/delegation
- Team work

Students will know where and how to find information related to the functions of ASFRC from:

- Printed materials related to the functions of ASFRC located in the ASFRC office
- Electronic materials related to the functions of ASFRC via the ASFRC Website
- The implementation of at least two outreach programs conducted by ASFRC board members



## BOOKSTORE/POST OFFICE

The bookstore sells required textbooks, reference books, and supplies for classes. General school supplies, emblematic apparel, backpacks, greeting cards, snack foods, and gift items unique to the FRC campus are also available. Other services include a textbook buyback program held twice a year during the week of final exams, special ordering of paperback books, limited check writing, and a United Parcel Service counter. The bookstore accepts VISA and MasterCard.

The campus post office, a full service branch of the U.S. Post Office, is located inside the bookstore. Students may purchase stamps and money orders and mail packages. Students who rent a post office box may also receive packages at the post office.

## CAMPUS CENTER

### Food Service – The Eagle’s Perch

The Eagle’s Perch provides affordable, convenient, and nutritious food that meets various healthy eating styles. Open from 7 AM – 2 PM, Monday through Friday, the Eagle’s Perch offers a full breakfast and lunch menu along with daily specials. For convenience, students can purchase Perch Plan meal cards with various dollar values. Perch Plan meal cards can be purchased at the FRC Bookstore. The Eagle’s Perch only accepts cash or Perch Plan cards.

### Student Lounge

The Student Lounge is a place where students can hold meetings, enjoy recreational activities or events, or just go to relax between classes. Amenities include unrestricted wireless access, a large screen TV, comfy furniture, and a pool table.

## CAMPUS HOUSING

The Feather River College Residence Hall complex is owned and operated by the Feather River College Foundation. The student-exclusive, two-story apartment buildings are located a short, five-minute walk from the center of the Feather River College campus. A suite-style dorm design naturally blends into the nearby hillside, which provides a backdrop of towering pine and oak.

Most of the apartments one-bedroom units are shared by two students, there are also two-bedroom units shared by four students. Because there is a high demand for student housing, all apartments are reserved to full capacity (i.e., a single student may not live in a one-bedroom suite alone). Co-ed apartment sharing is not allowed.

All the apartments feature a bathroom, living room, dining area, utilities, cable TV, wall-to-wall carpeting, desk, one bed per student, private outside entrances, and wireless Internet access.

### Advantages of living in the Feather River College Residence Hall:

- 24-hour supervision by professional resident assistants
- Live-in student and professional staff to assist residents
- Walking distance to Feather River College
- Supportive study environment with late evening computer lab and Internet access
- On-site laundry facilities and vending
- Located on the Plumas Transit bus route
- Professional staff matches roommates with like interests

For current student housing costs and a detailed floor plan of one- and two-bedroom units, consult the FRC Website at <http://www.frc.edu>. Costs include utilities, cable service, desk, and bed. (Tenant provides own phone service.)

For more information on the Feather River College Residence Hall, contact the Director of Student Life and Development, 530-283-9713, ext. 202 or 203.

## INTERCOLLEGIATE ATHLETICS

Feather River College participates in ten intercollegiate sports. All teams except rodeo compete in the Golden Valley Conference of the California Community College Association. The men’s and women’s rodeo teams participate in the National Intercollegiate Rodeo Association.

- Football
- Men’s and women’s soccer
- Men’s and women’s basketball
- Men’s and women’s rodeo
- Men’s baseball
- Women’s softball
- Women’s volleyball

## FEATHER RIVER FITNESS AND RECREATION

Feather River Fitness and Recreation (FRFR) is a fitness and health center operated by Feather River College. FRC students can earn physical education credits through courses offered at the fitness center. FRFR offers a full line of Cybex equipment, a strength training room, free weights, treadmills, ellipticals, and bikes. The center also offers full locker room with towel service, sauna, and Jacuzzi. A pool is available during the summer months.





## COLLEGE FACILITIES

The campus of Feather River College is located one mile north of Quincy, west of State Highway 70. It contains 266 acres of meadow and forestland that provide a natural laboratory for many of the College's outdoor-related programs. Traditional facilities at the campus include:

- Lecture classrooms
- Science classroom/lab facilities
- Art and photography laboratory
- Multipurpose gymnasium and auditorium
- Football stadium and all-weather track
- Baseball, softball, and soccer fields
- Industrial technology complex
- Library and media center
- Learning center
- Administrative and student services offices
- Student lounge and cafeteria
- Student government offices

**Wireless Access:** Feather River College provides wireless access throughout campus. Wireless connectivity is available from the upper offices, classrooms, library, and campus center, through the multipurpose, science, and vocational buildings, to the Equestrian Center and sports stadium. All upper classrooms have been retro-fitted to allow for guest speakers, students, and instructors to connect their laptops into the projections systems.

### Campus Center

The Campus Center provides a friendly place for students to relax between classes. The center accommodates the Eagle's Perch, which offers a breakfast and lunch menu designed to meet various healthy eating styles, and houses the student lounge and student government offices

### Child Development Center

Feather River College provides a welcoming, nurturing, and engaging preschool program where 2-5-year-old children learn through a creative, age-appropriate curriculum. Areas covered include social, physical, emotional, and cognitive development. The staff is professionally trained in early childhood education. Three nutritional meals are served each day by an experienced cook. Eligible student parents may enroll their children free of charge or for a minimal fee on a sliding scale basis. Students must be enrolled in 6 or more units to be eligible. There are some openings available for community families too. The CDC is open Monday through Friday from 7:45 AM - 5:15 PM. For registration information, call (530) 283-0521.

### Equestrian Center and Rodeo Grounds

The College's unique Agriculture, Equine Studies, and Rodeo Programs allow students to specialize in horse training, ranch, rodeo, and pack skills. The equine facility consists of an 80 x 100 ft. heated indoor arena, 150 x 300 ft. outdoor arena, several round pens, mechanical cow arena, over 60 individual stalls, more than 100 acres of pasture land, and miles of trails to explore. The equine facility has its own string of trail horses, young horses in training, broodmares, and AQHA registered stallions for students to utilize while at Feather River College. The Rodeo Grounds are comprised of a complete rodeo practice facility consisting of a 140 x 240 ft. arena, a 70 x 100 ft turn-back pen for bulls, feedlot for practice livestock, and 70 student horse stalls.

### Fish Hatchery

Feather River College is the only community college in California to operate its own fish hatchery. The on-campus hatchery provides students with practical hands-on experience in aquaculture methods. Aquaculture is the fastest growing segment of global food production. Students learn hatchery management by performing all the necessary tasks to operate an aquaculture facility, from hatchery site selection and collecting eggs to transporting fish for stocking. The experience students acquire will allow them to compete for employment on a global scale. The new state-of-the-art recirculation system allows students to experience cutting-edge aquaculture technology. The hatchery also offers several positions for student employment and volunteers.

### Learning Center

The Learning Center (LC) offers students a variety of services, including individualized or group tutoring, writing critiques, instructional assistance in mathematics, the sciences, and English as a Second Language, and GED exam preparation. The Learning Center is staffed by professionals dedicated to helping students achieve academic excellence across the curriculum and personal success.

The tutoring program offers free individual or group peer tutoring in most subjects. This program is an excellent opportunity for students to hone their leadership skills and to gain pre-professional teaching experience by working on campus as tutors. Tutoring information and applications are available in the Learning Center.

All of the computers in the LC are networked with the FRC Library and have full access to the Internet and FRC email. The staff will provide students with instruction on finding relevant information for research papers and will assist students in drafting and editing papers for any college class.

### Library

The current library is a pleasant, comfortable, well-lighted facility with tables for group study and individual carrels in which students may study or read for pleasure. An audio-video room allows students to use the media collection in privacy without disturbing others.

Twelve computer workstations provide students with high-speed connection to the Internet and the local campus network. Wireless capability throughout the library allows students with their own laptops to access the Internet as well. High quality research can be performed using the scholarly electronic databases accessible to students both on and off campus. (An FRC network account is required.) Word processing, spreadsheet, and other appropriate software applications are available, enabling students to perform research and write their assignments without leaving the library.

The library supports the college curriculum with a collection of over 22,000 books in hardcopy, 11,000 e-books, more than 100 periodical subscriptions, several state, local and national newspapers, and hundreds of videos and DVDs. As a member of the NorthNet Library System, the library has access to the collections of seven other college libraries and thirteen public libraries throughout Northern California. Weekly delivery service between these libraries ensures that students can obtain almost any library materials they may need in a timely manner.

Ribbon cutting for the new 10,000 square foot library is scheduled for January, 2011. In addition to being three times the size of the current library, the beautiful facility will have all new equipment and furniture. Students will enjoy the benefits of a computer lab with 30 networked computers and an area with tables and study rooms for small groups. Students who want to read, study, and perform wireless research in a quieter atmosphere will have access to 23 personal carrels and 14 lounge chairs in an adjoining area.

### Outlying Areas

Feather River College is committed to providing educational opportunities to the outlying residents of its district, including Chester, Greenville, Loyalton, and Portola. Transfer classes and life-long learning courses for credit and noncredit are offered via distance education technology (e.g., online courses and video conferencing) and on-site courses. Feather River College courses hosted off the Quincy campus are generally held at a city's local high school, but can also be at private, rented buildings. To find more information about such courses, please review Feather River College class schedules. For further information regarding course opportunities, call the Office of Instruction at (530) 283-0202, ext. 242.

## ACADEMIC ADVISING/COUNSELING

Entering students meet with an advisor or counselor before registering to identify educational and career goals and to develop a schedule of classes and a long-range, individualized Student Education Plan (SEP). Assessment scores and high school and/or college transcripts are used to help in this process. Preparation of an SEP helps ensure that students will meet all associate degree, transfer, and/or certificate program requirements in a timely manner. Students who have completed 15 units of college credit are required to have a completed SEP on file, which should be updated every semester. Student athletes and students receiving financial aid must have an SEP on file to maintain eligibility. Advisors and counselors monitor the student's progress toward academic goals on an ongoing basis.

### Academic Advising

Academic advising responds to students who come to FRC with defined goals in a specific major or vocational subject area. Advisors will use the College Catalog to provide students with discipline-specific information that includes the sequence of courses necessary for graduation or transfer and a clear outlook of career and employment opportunities in the student's major or interest area.

### Academic Advising for Athletes

Since most student athletes are uncertain of their transfer destination until their final semester of attendance at Feather River College, advising concerning course selection is critical to their success. If the athlete is prepared for college level coursework during his or her first semester, the advisor/counselor will work with the student to create a transcript transferrable to a wide variety of colleges and universities.

Academic advisors work with coaches and the Athletic Department, whose members are experts on information concerning NCAA I, NCAA II, and NAIA transfer eligibility requirements, and assist in retention and eligibility efforts. Advisors will use the College Catalog to provide students with discipline-specific information that includes the sequence of courses necessary for graduation or transfer and a clear outlook of career and employment opportunities in the student's major or interest area. All athletes are required to have a completed Student Education Plan (SEP) on file for their declared major after the completion of 15 units of college credit. The SEP should be updated every semester.

### Academic Counseling

Academic counseling is recommended for all students who have not decided on a major. Counselors will assist students in identifying their skills and interests to help determine a major field of study. In the process, counselors will evaluate official transcripts from all colleges attended and provide students with discipline-specific information, the sequence of courses necessary for graduation or transfer, and information regarding career and employment opportunities. Counseling is available on a drop-in or appointment basis.

## CAREER/TRANSFER CENTER

The FRC Career/Transfer Center offers a variety of materials to help students make informed employment and educational choices. The DISCOVER Program is available to help students determine their best career options and, therefore, their appropriate major, through interest, ability, and value inventories. The program also encourages students to explore schools that have not only the right major, but also any other criteria the student deems desirable. Once the student is ready to transfer, the Career/Transfer Center sponsors activities that include hosting four-year college representatives, field trips, and transfer grants to different colleges and universities, transfer workshops, transfer agreements, a catalog library, assistance with Website navigation, and answering other transfer questions.

## CHILD DEVELOPMENT CENTER

Feather River College provides a welcoming, nurturing, and engaging preschool program where 2-5 year-old children learn through a creative, age-appropriate curriculum. Areas covered include social, physical, emotional, and cognitive development. The staff is professionally trained in early childhood education. Three nutritional meals are served each day by an experienced cook. Eligible student parents may enroll their children free of charge or for a minimal fee on a sliding scale basis. Students must be enrolled in 6 or more units to be eligible. There are some openings available for community families too. The CDC is open Monday through Friday from 7:45 AM - 5:15 PM. For registration information call (530) 283-0521.

## COOPERATIVE WORK EXPERIENCE EDUCATION

The Cooperative Work Experience Education (CWEE) program offers students an opportunity to combine a planned occupational program with on-the-job training and practical learning experiences in the world-of-work. Students taking CWEE will earn college credit that can be applied toward an Associate Degree and transferred to a four-year college.

### Important guidelines for prospective CWEE students:

- CWEE orientation sessions are available. (See listing of CWEE courses in the current Schedule of Classes.)
- Students may be performing paid or volunteer work.
- Transferable "Cooperative Work Experience" credit is numbered CWEE 102AD-122AD and must be related to major or program goals. The number of Cooperative Work Experience units that may be taken in any given semester is 8 and is not to exceed an overall total of 16.\*
- Nontransferable "General Work Experience" is numbered CWEE 010 and does not have to be related to major or program goals. The total number of General Work Experience units that may be taken in any given semester is 3 and is not to exceed an overall total of 6.\*
- New students must purchase the Cooperative Work Experience Education Handbook in the bookstore.
- A student's current employment may qualify for CWEE.\*

\*Units of CWEE credit are based upon number of hours worked. Attend one of the scheduled CWEE orientations listed in the Class Schedule for more information.

## DISABLED STUDENT PROGRAMS & SERVICES (DSP&S)

Disabled Student Programs and Services (DSP&S) provides assistance to students with temporary or permanent disabilities. Specialized services and equipment, combined with a dedicated and caring staff, support students with disabilities to maximize their college experiences.

The primary goal of the program, as provided by Feather River College, is to offer students with disabilities who qualify for services equal access to academic, vocational, and extracurricular activities. The DSP&S Program provides a variety of services to meet individual needs. These services include, but are not limited to:

- Priority registration
- Assistance with registration
- Specialized counseling
- Individualized education plans
- Diagnostic assessment
- Adaptive equipment and assistive technological assistance
- Test accommodations
- Readers
- Interpreters
- Special tutoring
- High Tech Center/Instructional Media Lab
- Disabled parking areas
- Special classes for students with disabilities

### High Tech Center

The High Tech Center provides students with open access to:

- Assistive technology, computer equipment and software
- Assistive technology staff
- Kurzweil Text Scanner and Dectalk with Speech Synthesizer
- Speech recognition software
- Specialized computer-based tutorials
- Access to the Instructional Media Network
- Access to the Internet
- Email
- Workshops with assistive technology

### WorkAbility III

A joint program of FRC and the Department of Rehabilitation, WorkAbility III (WAB) is designed to increase employment opportunities for adults with disabilities. The program provides comprehensive pre-employment assessment and training for people with special needs who are making the transition from school to work or from one line of work to another. All Department of Rehabilitation clients are encouraged to enroll in the Career Preparation class. All FRC students who qualify for Department of Rehabilitation services may participate in the program.

## EXTENDED OPPORTUNITY PROGRAM AND SERVICES

Extended Opportunity Program and Services (EOPS) is a California state-funded program designed to offer additional financial assistance and special support services to help and encourage those students affected by social and economic disadvantages. EOPS is committed to helping students gain access to the resources they need to achieve their academic goals and to succeed in college.

To be eligible for EOPS, a student must be a California resident, maintain a 2.0 grade point average, be enrolled in a minimum of 12 units, demonstrate financial need by qualifying for a Board of Governors Fee Waiver (BOGW), and be determined by the EOPS staff to be educationally under prepared. Some services EOPS students may receive include:

- Educational and career guidance
- Transfer assistance
- Priority registration
- Textbooks
- Child care
- EOPS work study
- CARE services

These services are designed to be “over and above” the services provided to the general student body. The academic progress of EOPS students is regularly monitored. Students are required to submit one progress report each semester so that staff and faculty can offer immediate assistance when alerted to obstacles that might be hindering a student’s success.

EOPS applications are reviewed by the EOPS staff for program eligibility.

## COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

Cooperative Agencies Resources for Education (CARE) provides intensive support services to students who are single parents with at least one child under 14 years old and are receiving TANF. In addition to EOPS benefits, CARE students receive additional financial support to help with the costs of child care, transportation, books, and supplies. Additional support can include mileage reimbursement, car repair up to \$100/semester, school supplies, meal tickets, and cash grants.

CARE students must be enrolled full time in a vocational program likely to lead to employment and maintain satisfactory progress in all classes. Early application through the College’s EOPS Office is advised. All CARE students must also be EOPS-eligible.

## CALWORKS

California Work Opportunities and Responsibilities to Kids (CalWORKs) provides support services for people who are receiving Temporary Assistance to Needy Families (TANF) and want to attend Feather River College. Students may be referred by the County Welfare Department after they sign a “Welfare to Work Plan” or may be self-referred. Students who are attending school and need to file for public assistance should see the CalWORKs Coordinator first.

Services include:

- Job development and placement
- Child care support and referral
- Academic advising and support
- Work study positions
- Referrals to campus and community services
- Information on Welfare rights
- Supplemental support services, such as mileage reimbursement and/or supplies not funded by the county.

## HEALTH SERVICES

Feather River College provides health services to all its students through a special arrangement with the Plumas County Public Health Agency. Licensed health care providers are available and offer counseling, health education, assessment and/or referral services that include, but are not limited to:

- First aid and triage, referral to community health care providers or hospital emergency room, as needed
- Family planning, pregnancy testing, education, and referral
- HIV testing, counseling, education, and referral
- Immunizations for adolescents and adults
- TB skin testing
- Assessment of health risk behavior, counseling, intervention, and referral
- Health and lifestyle counseling and education
- Assessment for sexually transmitted disease, information, and/or referral
- Physical assessment and referral as indicated; includes physical exams for FRC athletic teams
- Facilitate access to Children Health Disability Prevention Services for eligible adolescents

To receive services, students must make an appointment with the Plumas County Public Health Agency (530-283-6330). Students will be seen Monday through Friday, 9 AM – 5 PM. Students are responsible for costs incurred from prescription medications, lab tests, x-rays, and any hospital emergency room or patient fees.

**Student Insurance:** The College provides students with limited secondary accident insurance coverage in the event of an injury occurring in the course of a college class or activity. All such accidents should be reported immediately to the instructor or staff member in charge of the class or activity or the Human Resources Office. It is the student’s responsibility to file any insurance claims with their primary carrier, then with the secondary accident insurance.

Students may purchase additional low-cost health insurance to cover general medical needs. Applications, claim forms, and general information are available at the Office of Human Resources.



## JOB PLACEMENT CENTER

Employment information is available to students to assist them in finding full-time or temporary work on campus and in the community. Assistance with resume writing, interview skills, and successful job search strategies may also be arranged. In order to work in any student employment program, students must meet the following criteria and present documentation:

- Must be enrolled in at least 6 units
- Must present Social Security card and appropriate citizenship documentation

Students who are on academic or financial aid probation may not be eligible to work, if determined by a counselor/advisor.

Student jobs are listed on the Feather River College Website at the following link: <http://www.frc.edu/studentservices/studentEmploymentProg.htm>. Jobs are labeled “open” or “closed” depending on their current status. Job descriptions are available, including minimum qualifications and any preferred scheduling.

## TRIO PROGRAMS

**Student Support Services (SSS)** is a program of TRIO, a federally funded student support program designed to assist first-generation, low-income, and disabled students who are to transfer to a four-year university. TRIO provides students with a variety of services designed to create an academically focused environment. These services include:

- Academic, career, and transfer counseling
- Tutorial services
- Priority registration
- Use of computers and calculators
- Financial aid and scholarship information and guidance
- Student success workshops
- University and Fee Waiver Application
- Four-year university campus tours
- Cultural events

The TRIO-SSS Office is located in the Learning Center. Staff is available to discuss eligibility requirements for this comprehensive program and will make every effort to meet students’ graduation and transfer needs. For more information, please call 530-283-0202, ext. 221.

### TRIO Programs Serving 6<sup>th</sup> – 12<sup>th</sup> Grade Students

**Educational Talent Search (ETS)** identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. The goal of ETS is to increase the number of students from disadvantaged backgrounds who complete high school and enroll in college.

**Upward Bound (UB)** provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in high school and ultimately graduate from college with a 4-year degree. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor’s degree. Upward Bound includes a rigorous 6-week summer program. The goal of Upward Bound is to increase the rate at which participants enroll in and graduate from institutions of postsecondary education.

## STUDENT LEARNING OUTCOMES

### Chief Student Services Officer

The CSSO will facilitate a more cohesive, positive, and collaborative college environment that is conducive to student success.

### Admissions and Records

Students will demonstrate knowledge of the Online Student Information Portal by:

- Completing an online Admissions Application
- Viewing class schedule, billing, and financial aid information
- Searching for course availability
- Changing PIN

Students will comprehend academic deadlines through:

- Student handbooks and day planners
- Academic Calendar
- Website resources
- Campus announcements and posters
- Email communications

Students will comprehend the cost of their education and financial responsibility by:

- The printed schedule of classes and general college catalog
- Student’s expense budget posted on Website
- Student’s printed class schedule deferment and payment agreement

### Advising/Counseling

Students will demonstrate participation in their academic planning by:

- Identifying an academic goal
- Developing a Student Educational Plan (SEP)
- Participating in on-going modification of their SEP by meeting with a counselor/advisor at least once each semester
- Attaining their academic goal in a practical amount of time

### Career/Transfer Center

Students will demonstrate knowledge of the career resources available by:

- Using the DISCOVER program to research career options
- Applying for jobs posted on the job boards
- Participating in the Student Employment Program

Students will demonstrate the ability to complete the transfer process by:

- Completing a transfer application during the appropriate filing period
- Securing their General Education Certification from Feather River College
- Participating in transfer events, such as field trips, workshops, and on-the-spot-admissions
- Meeting with a counselor or advisor at least once each semester
- Using the general education pattern worksheet for the transfer institution of their choice

## Child Development Center

### The Staff Will:

- Create a safe, nurturing, and creative learning environment
- Observe and record anecdotal records for each child's developmental assessment
- Research, plan, prepare, conduct, and evaluate age-appropriate activities for preschool age children
- Practice effective guidance techniques
- Strive to meet the learning needs of each child in the area of physical, social, emotional, and cognitive development
- Provide nutritious meals and a pleasant social eating environment
- Work as a collaborative team

### The Children Will:

- Develop positive and respectful interpersonal relationships with adults and peers
- Learn to work independently and with others
- Learn to self-regulate by learning impulse control and sharing the use of space and materials
- Develop a positive self-concept, which includes a sense of trust and security to express their feelings and thoughts freely and expand their creativity
- Develop cognitive competence through critical thinking while making discoveries and thoughtful decisions and expanding reasoning skills
- Be helped to make connections in learning and experiences while expressing their knowledge through representational work
- Learn math and literacy skills through hands-on activities and exploration
- Develop and enhance motor skills through active play
- Learn fundamental skills in the areas of personal health care and safety

### The Student Teacher Will:

- Assist in the supervision of preschool age children
- Assist in carrying out planned activities and curriculum with staff guidance and support
- Plan, prepare, and conduct activities on their own
- Assist and practice guidance techniques with children
- Demonstrate initiative in the workplace
- Display a positive work ethic, which includes arriving to work on time, wearing appropriate clothing, and communicating needs and concerns in an appropriate and professional manner

### The Early Childhood Education Students Will:

- Develop observational techniques
- Assist in carrying out planned activities with young children
- Plan, prepare, conduct, and evaluate activities with young children
- Assist in the assessment of children's development
- Assist and begin to practice guidance techniques

### The Community Will:

- Provide an environment for academic learning for Early Childhood Education students
- Serve as a high quality preschool program, accredited through the National Association of the Education of Young Children (NAEYC)

## DSP&S

Students will demonstrate their ability to access accommodations and resources. They will:

- Complete Student Educational Contracts (SECs) to identify appropriate accommodations for their educational needs
- Convey their needs for appropriate accommodations (e.g., tutoring, test taking accommodations, counseling, assistive technology, mobility assistance)
- Articulate learning styles for appropriate accommodations
- Complete necessary forms and processes in a timely and proficient manner (e.g., enrollment processes, Department of Rehabilitation forms, books and supplies lists, progress reports)

Students will demonstrate their ability to access technical resources. They will:

- Determine which technology resource will accommodate their special needs, adaptive or otherwise
- Use current technology (both adaptive and standard) to acquire, analyze, and communicate information
- Apply technology to achieve educational, professional, and personal objectives

Students will demonstrate self-advocacy skills. They will:

- Communicate their special needs, as identified on their Student Educational Contracts, to instructors and support staff
- Assess their own skills and abilities

## WorkAbility

Students will demonstrate the ability to:

- Meet deadlines and complete tasks for job development
- Be dependable, reliable, and accountable for job placement and interviews
- Maintain a professional attitude while job seeking and interviewing
- Develop a professional resume

## EOPS

Students will be able to identify, locate, and use the resources and support services they need in order to overcome any educational disadvantage they may have so that they can achieve their academic goal.

## CARE/CalWORKs

Students will demonstrate knowledge of the support resources available by:

- Completing the Federal Financial Aid Application
- Providing the necessary documents to complete categorical files
- Completing book vouchers, transportation verifications, and car repair requests
- Seeking other assistance as necessary for successful completion of their academic goal

Students will learn the CalWORK's regulations in order to advocate for themselves by:

- Reviewing the CalWORKs' Student Handbook developed by the Western Center on Law and Poverty
- Meeting with the coordinator at least once per semester and more if necessary
- Attending a workshop presented by the Western Center on Law and Poverty
- Applying knowledge and skills in real-life settings

### Financial Aid

1. At the end of their first year at FRC, students who receive financial aid will demonstrate knowledge of the financial aid application process, how to use MyFRC to check financial aid status and the FRC Financial Aid Satisfactory Academic Progress requirements.
2. Students who borrow federal student loans will demonstrate knowledge and understanding of the long-term responsibilities of a borrower.
3. Students who receive financial aid will demonstrate financial self-sufficiency by their knowledge of the importance of having a bank account and of using a budget for personal and educational finances.

### TRIO – Student Support Services

- One-hundred sixty (160) eligible students will be identified and enrolled in the SSS project each year, at least two-thirds (107) of which are to be both low-income and first generation college students or students who have disabilities, with the remaining one-third (53) of participants either low-income, first generation, or disabled.
- To assure that each entering SSS cohort in the following percent will be retained in college (or graduated or transferred): 50% to the second year; 40% to the third year, and 35% to the fourth year.
- To assure at least 40% of each entering SSS cohort will graduate or transfer within three years.
- At the end of each academic year, at least 85% of all SSS participants will be in good academic standing with a GPA of at least 2.0 on a 4.0 scale.



## PHILOSOPHY OF STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of FRC students are articulated in the Student Handbook. Students are expected to familiarize themselves with Student Rights and Responsibilities. This section of the Handbook is available at [http://www.frc.edu/student-services/documents/FRC\\_SRR\\_Handbook.pdf](http://www.frc.edu/student-services/documents/FRC_SRR_Handbook.pdf). It includes:

- Student Rights (freedom from harassment and discrimination, freedom of expression, privacy rights of student records, etc.)
- Code of Student Conduct
- Academic Integrity
- Grievance Procedure
- Consensual Relationship Statement
- Children on FRC Properties
- Computer and Network Use Procedures

The community college exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and expression are indispensable to the attainment of these goals.

As members of the academic community, students should be encouraged to develop their capacity for critical judgment and to engage in a sustained and independent search for truth and knowledge.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility so as not to endanger the rights, goals, and beliefs of others.

## RIGHTS OF EXPRESSION

- Students are encouraged to examine and discuss all questions of interest to them and express opinions publicly and privately.
- The instructor in the classroom and in conference will permit free discussion, inquiry, and expression of thought by the student.
- Student performance will be evaluated solely on an academic basis, not on opinions or willingness to accept the instructor's personal beliefs or conduct unrelated to academic standards. Students are free to take reasoned exception to the data or views offered in any course of study for which they are enrolled.
- As constituents of the academic community, students are free, individually and collectively, to express their views on issues of institutional policy, instruction, the evaluation of instructors as it pertains to their course content and on matters of general interest to the student body.
- All college employees will respect confidential information about students, such as student views, beliefs, and political associations, acquired in the course of their work.



## STUDENT ORGANIZATIONS

- Students should be free to organize and join associations to promote their common interests. Campus club advisors shall advise organizations in the exercise of their full rights and responsibilities.
- Student organizations (clubs) are required to have a club advisor (usually an FRC faculty or staff member) and must file for a club charter with the Associated Students of FRC. At least one club member is expected to attend ASFRC meetings on a regular basis to promote cooperative and coordinated activity planning among the various campus organizations. Clubs have access to special services provided by the Associated Students as well as free use of campus facilities for club events. Campus organizations must be open to all students.
- The membership, policies, and actions of a student organization will be determined by vote of only those persons who hold bona fide membership in that college organization.

## OUTSIDE SPEAKERS

- Student organizations shall have the right to recommend, invite, and hear any person of their own choosing as long as such speakers and topics are in accordance with federal, state, and local laws and guarantee the safety of students and protection of public property.
- Guest speakers invited by students or student organizations should be directed by those policies, requirements, and regulations as established by the Board of Trustees in order to ensure an appropriate and meaningful contribution to the academic community.
- Students and student organizations are free to support causes that do not disrupt the regular and essential operation of the College.
- It should be made clear to the academic community and the community at large that the public expressions of students, student organizations, and guest speakers represent only the views of the presenters, and not those of Feather River College.

## COLLEGE/STUDENT RESPONSIBILITIES

- Feather River College provides students with broad, comprehensive programs of general education, developmental/remedial programs, and vocational/technical curricula. The College also provides cultural, recreational, and community service activities.
- It is, in turn, the responsibility of the student to observe campus rules and regulations and to help maintain appropriate conditions in the classroom, on the campus, and in the community.
- A student's registration obligates him or her to comply with the policies and regulations of the College. FRC will restrict a student's admission to or registration with the College and will withhold degrees and academic transcripts as prescribed by the College and/or state guidelines if a student fails to meet financial obligations to the College or other legal reasons.
- Feather River College is granted the right by law to adopt such rules as are deemed necessary to govern its operations.

## STUDENT CONDUCT

The following policies and procedures pertain to conduct and should be noted by all students. These summaries reflect the full text of policy located in the Board Policies and Administrative Procedures and can be found on the FRC Website at <http://www.frc.edu/administration/trustees/index.html>.

### Alcohol and Illegal Drugs

Feather River College is a drug-free campus. Unlawful manufacture, distribution, dispensation, possession or use of a controlled substance as defined in Schedules I-V of section 202 of the Controlled Substance Act (21 U.S.C. 812), or any use of alcohol, is prohibited on campus and at college-sponsored activities. A copy of the drug-free policy statement and the procedures that outline the consequences for the violation of the policy is distributed each year in the Student Handbook and can be obtained upon request. (BP/AP 3550)

### Bicycles, Motorcycles, Skateboards and other Modes of Transportation on Campus

Bicycles must be parked in racks that are located throughout the campus. For everyone's safety, bikes are not allowed in buildings and must be walked on paths and lawn areas. Citations will be issued for bicycles or motorcycles parked in restricted areas. Bicycles, motorcycles, skateboards, roller-skates, rollerblades, and similar modes of transportation (except wheelchairs) are prohibited on campus paths, walkways, and grassy areas.

### Firearms and Weapons

Firearms or other weapons are prohibited on any property under jurisdiction of the District or in any facility of the District, except for activities conducted under the direction of District employees as authorized by an official law enforcement agency. (BP 3530)

### Hazardous Activities

Certain classes, events, sports and other activities pose a high degree of risk of injury or illness by their very nature. Students who participate in these classes, events, sports, or activities do so voluntarily. Therefore, it is the student's responsibility to consider carefully their participation in any class, event, sport, or activity that they may consider dangerous and accept the risk of such activities. Students may be required to complete a Hazardous Class, Event, Sport, or Activity Release of Liability form for those activities that the District has determined to be especially high-risk.

### Parking and Traffic Regulations

Students utilizing FRC parking facilities must pay appropriate parking fees at the time of registration. Citations are issued for vehicles not displaying a valid parking permit.

Students are allowed to park only in designated parking areas. Parking in unauthorized areas is cause for having a vehicle towed at the owner's expense. Parking is permitted between the hours of 6 AM and 10 PM on designated class days. Hours are extended only for special college-sanctioned activities.

Parking or loitering on campus after 10 PM or after the conclusion of special events is prohibited. Overnight parking is prohibited without advance approval of the Business Office. Any vehicle left parked for more than 72 hours will be cited as abandoned and towed at the owner's expense.

In the event of mechanical failure, vehicles must be removed from college property as soon as possible. Vehicle repair, other than emergency repair, is prohibited in campus parking areas.

Students are urged to lock unattended vehicles. Parking on FRC property is at the risk of the owner. FRC assumes no liability for damage or theft of vehicles or their contents.

Students are to adhere to all traffic signs and posted speed limits. Maximum speed is 15 mph.

All student-operated motor vehicles must remain on paved campus roadways. All wheeled modes of transportation (including all vehicles, bicycles, motorcycles, skateboards, and roller skates or blades) are prohibited in buildings and may not be ridden on campus paths, walkways, and grassy areas.

Special permits are required for any upper campus parking. Information is available at the campus switchboard or the Maintenance Office.

FRC enforces traffic and parking regulations on campus by the authority granted by the California Vehicle Code, section 21113. Violators are subject to citations. No dogs are allowed on campus.

The complete text of the FRC Vehicle Use, Parking, and Traffic Regulations is available at the Business Office.

### Disabled Student Parking

Any student or employee of Feather River College who is disabled and unable to walk from the lower parking lots to the upper campus can park in specially marked disabled spaces located in the upper campus. Only disabled permits/plates issued by the Department of Motor Vehicles will be valid. The CHP regularly patrols our lots. A disabled parking permit/plate does not guarantee or reserve a disabled parking space. These parking spaces are available only on a first-come, first-served basis. Even though the College meets State of California requirements for the number of disabled parking spaces, the availability of these parking spaces may be insufficient at certain times of the day. Therefore, employees and students who can arrange to be dropped off at the upper campus by friends or coworkers are encouraged to do so. DSPS provides rides to the upper campus for disabled students. Please contact that office to make transportation arrangements.

A disabled parking permit does not entitle drivers to park in the spaces reserved for wheelchair-only parking, unless their permit specifically designates this type of parking. Any vehicle in a wheelchair-only parking space will be ticketed unless that vehicle is specifically authorized to park in this space. Please do not park in the loading zone in front of Human Resources. This is strictly for commercial purposes.

The disabled permit must be clearly displayed in the vehicle while the vehicle is parked in disabled parking spaces. If the permit is not displayed, the student/employee will be held responsible for any parking ticket received. The disabled permit does not replace the need for a parking permit.

### Pets/Horses on Campus

It is prohibited for any person to permit any pet or animal that is owned, harbored, or controlled by such person to be on the premises of the FRC campus, unless the animal is a guide dog for the blind or a service dog in the company of its owner, or unless the animal is participating in a college-approved instructional activity with permission from the Chief Instructional Officer and Director of Facilities.

Horses are not allowed on lawns or athletic fields unless the horse is participating in a college-approved instructional activity with permission from the Director of Facilities.

Damage caused by unauthorized activity of an animal on Feather River College is the responsibility of the rider or individual in control of the animal. (BP/AP 6751)

### Sign Posting

Signs and announcements may only be posted on designated bulletin board areas with the prior, stamped approval of the Student Services Office. Details regarding sign postings are published in the Student Handbook.

### Smoking

In the interest of promoting the comfort, health, and well-being of all students, staff, and visitors and to maintain the safety of District facilities, it is the policy of Feather River College District to prohibit smoking in the District facilities and vehicles, in the proximity of entrances, exits, and operable windows, and on pedestrian pathways. The purpose of this policy is to prohibit:

1. Smoking within buildings and vehicles
2. Smoke drifting into buildings
3. Pedestrians being forced to walk through smoke.

Smoking is allowed at specially designated areas on campus grounds. (BP 3570)

### Student Travel

All students who travel on field trips, tours, excursions, and athletic events or for other activities are required to complete a Student Travel form in advance. This form is available from the appropriate instructor or from the Instruction Office or Student Services Office. This form must be submitted to the appropriate instructor, the Instruction Office, or Student Services Office, as appropriate, prior to travel. According to state regulation, "All persons making the field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion."

### Tape Recorders

The use of tape recorders in classrooms requires the instructor's permission. If a tape recorder is required as a result of a disability, the student should contact Disabled Student Programs and Services for assistance.

## STUDENT RIGHT TO KNOW

### Completion and Transfer Rates

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the Feather River Community College District and Feather River College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall of 2006, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students was tracked over a three-year period. Their completion and transfer rates are listed below. These rates do not represent the success rates of the entire student population at Feather River College, nor do they account for student outcomes occurring after this three-year tracking period.

Based upon the cohort defined above, a completer is a student who attained a certificate or degree or became "transfer prepared" during the three-year period from Fall of 2006 to Spring of 2009. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered "transfer-prepared." Students who transferred to another post-secondary institution prior to attaining a degree, certificate, or becoming 'transfer-prepared' during a five semester period from Spring 2007 to Spring 2009 are transfer students.

**Completion Rate: 34.36 %**

**Transfer Rate: 36.20 %**

*More information about Student Right-to-Know rates and how they should be interpreted can be found at the California Community Colleges Student Right-to-Know Information Clearinghouse Website, located at <http://srtk.cccco.edu/index.asp>.*

### Access to Campus Facilities

Most campus buildings are open from 7 AM to 10 PM, Monday through Thursday, and 7 AM to 6 PM, Friday. Campus buildings are normally locked from 6 PM Friday to 7 PM Monday, except during weekend classes and special events. The campus is secured at the end of each day or evening session by college maintenance personnel and is covered by a 24-hour-a-day security alarm for automatic response, which notifies the local law enforcement personnel.

**Campus Security Act**

Feather River College, in compliance with the Federal Student Right-to-Know and Campus Security Act of 1990, provides its campus crime statistics for the 2006-2008 calendar years shown under "Offenses Reported." Feather River College makes every effort to provide a safe and secure environment for all members of the college community. However, it is the policy of FRC that individuals have the primary responsibility for taking care of their personal belongings. For more information about Feather River College's campus safety programs, visit the College Website at [http://www.frc.edu/home/safety/safety\\_home.htm](http://www.frc.edu/home/safety/safety_home.htm).

**Crime Reporting Procedures**

Any criminal activity may be reported to the Switchboard Operator, ext. 200 (on-campus calls) or 0 (off-campus calls), who will immediately contact the Safety Officer or other responsible authority. Offenses requiring intervention by law enforcement agencies should be reported directly to the Plumas County Sheriff's Office by dialing 911.

Criminal actions occurring on campus should be reported immediately and directly by campus authorities to the Plumas County Sheriff's Office. Investigation and any subsequent action on reports of campus crime will be handled as required by law and the relevant local law enforcement agency. The College may elect to pursue administrative and/or disciplinary action consistent with board policies and educational code and/or penal code against students who are found guilty of crimes committed on campus or at college events.

Offenses Reported	2006	2007	2008
Arson/Fire	0	0	0
Aggravated Assault	0	0	0
Burglary	1	6	3
Drug Law Violations	0	0	0
Forcible Sex Offenses	0	0	0
Illegal Weapons Possessions	0	0	0
Liquor Law Violations	1	2	0
Non-forcible Sex Offenses	0	0	0
Motor Vehicle Theft	0	0	0
Murder	0	0	0
Negligent Manslaughter	0	0	0
Simple Assault	0	0	0



**NONDISCRIMINATION POLICY**

The goal of the Feather River Community College District is to have a process that is sensitive to both the needs of students, staff, and individuals who interact with the college community and the rights of those against whom allegations have been made.

The policy of the Feather River Community College District is to provide an educational and employment environment in which no person shall be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, marital status, or physical or mental disability or be unlawfully denied full and equal access to, or the benefits of, any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

Feather River Community College District, in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the 1900 Americans with Disabilities Act, and the Age Discrimination in Employment Act of 1967, does not discriminate on the basis of race, color, national origin, religion, sex, disability, lack of English language, or age in any of its policies, procedures, and practices; nor does the District, in compliance with Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment because they are disabled veterans or veterans of the Vietnam era, or because of their medical conditions (cancer related) as defined in Section 12926 of the California Government Code, their ancestry, sexual orientation, or marital status.

In conformance with College policy and pursuant to Executive Order 11246 and 11375, Section 503 of the Rehabilitation Act of 1973 and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, FRCCD is an equal opportunity employer.

**Sexual Harassment**

It is the policy of the FRCCD to provide an environment free of unlawful discrimination in its programs, activities, and work environment. Sexual harassment is a form of unlawful sexual discrimination and will not be tolerated by the District. Sexual harassment includes, but is not limited to, any unwelcome sexual advances, requests for sexual favors, and any other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational environment that offends, causes discomfort or humiliation, or interferes with job or academic performance.

**Disabled Students**

In compliance with AB 77, established Disabled Student Services in California Community Colleges, Section 504 of the Rehabilitation Act, the amended Disabilities Act and the Title V of the California Education Code, FRC has developed an office of Disabled Student Programs and Services (DSPS). FRC encourages mainstreaming of disabled students into regular classes. The College offers support services to make the College accessible. Students who find that a class is not accessible should contact the DSPS Center for assistance. The center's services may include readers, note takers, interpreters, mobility aides, disability management counseling, and peer counseling. Braille tests, taped tests, and other equipment may be available.

**Compliance**

Questions or disputes regarding the College's compliance with nondiscrimination policies, EEO, Title IX, and Section 504/ADA should be directed to Jamie Cannon, Human Resources Director/ EEO Officer, Feather River College, 570 Golden Eagle Ave., Quincy, CA 95971, (530)283-0202, ext. 280.

**DISCRIMINATION COMPLIANT PROCEDURES**

The procedures outlined below govern the process of complaints filed by an employee of the District against another employee or a student against an employee of the District. If the complainant is a student and the respondent is also a student, such complaints shall be referred and handled pursuant to the District's Procedures to Resolve Student-To-Student Complaints of Sexual Harassment and Discrimination. Employees who believe students are harassing them should refer to the appropriate college regulations on disruptive students.



### Where to File a Complaint

The District encourages its employees and students to contact the Director of Human Resources/ EEO Officer prior to filing a formal complaint or to obtain assistance in determining whether or not an individual has been or is a victim of discrimination or sexual harassment.

### Communicating that Conduct is Unwelcome

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste, and/or inappropriate.

### Reporting Charges of Harassment

Individuals who believe they have been subjected to harassment, including discrimination and sexual harassment, may report charges of harassment by contacting either of the following:

- District Director of Human Resources/EEO Officer, Office of Human Resources, Feather River Community College, 570 Golden Eagle Avenue, Quincy, CA 95971, telephone (530) 283-0202, ext. 280.
- Disabled Student Programs & Services, Feather River Community College, 570 Golden Eagle Avenue, Quincy, CA 95971, telephone (530) 283-0202, ext. 255.

### Informal Complaint Procedure

An employee or student who believes he or she has been or is being harassed should inform the District, its agents, or supervisors of the grievement. To accommodate the unique nature of harassment complaints, a pre-grievance process is provided for the primary purpose of resolution of a complaint at the earliest possible date.

The District's Human Resources Director/Equal Employment Opportunity Officer will be available to receive harassment complaints. Functions of the Human Resource Director/EEO Officer or complaint advisors include, but are not limited to:

- Counseling the employee and outlining the options available
- Obtaining a factual written statement of the complaint
- Assisting in follow-up investigation
- Interviewing the accused, witnesses, and supervisors as appropriate
- Recommending disposition of the complaint

The Human Resources Director/Equal Employment Opportunity Officer reviews factual information collected to determine whether the alleged conduct constitutes harassment, giving consideration to the record as a whole and the totality of circumstances, including the nature of the verbal, physical, visual, or sexual favor aspect of the advance and the context in which the alleged incidents occurred, and takes and/or authorizes appropriate action.

Efforts will be made to protect the privacy of parties involved in a complaint. Files pertaining to complaints handled under the pre-formal complaint process will not be made available to the general public.

If, as a result of investigation, a determination is made that such prohibited harassment or discriminatory treatment has occurred, the superintendent/president may issue a cease and desist order or, if necessary, institute disciplinary action.

If an informal resolution cannot be reached and/or the complainant wishes to file a formal complaint, a complainant who is a student or employee may then utilize the District's formal complaint procedure. Efforts at informal resolution may continue after the filing of a formal complaint.

### Formal Resolution Procedure

A formal complaint of harassment or discriminatory treatment may be filed by one who alleges that he or she has personally suffered harassment or by one who has learned of such harassment in his or her official capacity as a faculty member or administrator. Anonymous complaints will not be accepted.

The complaint shall be in a form prescribed by the Chancellor of the California Community Colleges. Complaint forms may be obtained from the Feather River Community College District Office of Human Resources, as specified in the above section of these procedures. Complaint forms may also be obtained online from the Chancellor of the California Community Colleges at <http://www.cccco.edu/divisions/legal/Dis-crimination/discrimination.htm>.

The complaint form must be signed with an original signature. The complaint may be filed with any of the following:

- The Chancellor of the California Community Colleges
- District Director of Human Resources
- District Office of Human Resources

Feather River Community College,  
570 Golden Eagle Avenue, Quincy, CA 95971,  
Telephone (530) 283-0202, ext. 280

Employee complainants shall be notified that they may file employment discrimination complaints with the U.S. Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Complaints filed with the EEOC and/or the DFEH should be forwarded to the Chancellor's Office. In any complaint not involving employment, the complaint must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

When the District receives a formal complaint that is properly filed in accordance with the requirements of these procedures, the responsible district officer or designee will attempt to commence an investigation of the complaint and notify the complainant and Chancellor of the California Community Colleges of such efforts.

### *The District may decline to investigate or may discontinue the investigation of a complaint if:*

- The complaint is defective as provided in these procedures
- Identical Title 5 allegations have previously been investigated and resolved
- The allegations are a continuation of a pattern of previously filed complaints involving the same or similar allegations that have been found factually or legally unsubstantiated by the District or the Chancellor of the California Community Colleges
- The complaint is unintelligible
- The complaint fails to allege facts that explain why the complainant believes the alleged discrimination was because of a protected characteristic or why the complainant believes he or she was retaliated against for filing a complaint or asserting his or her rights, and after a request by the District for additional information, the complainant again fails to allege facts that explain the basis for the alleged discrimination
- The complainant withdraws the complaint
- The District has forwarded a copy of a filing by the complainant with the Department of Fair Employment and Housing (DFEH) to the Chancellor of the California Community Colleges, and the Chancellor determines that an independent investigation is not required

The District may retain the services of an outside investigator whenever the responsible district officer determines such services are necessary or beneficial to the investigation and resolution of the complaint.

**Filing a Timely Complaint**

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages employees and students who believe they are being harassed to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment, the existence of a hostile, offensive, or intimidating work environment, and acts of retaliation.

**Administrative Determination**

Within ninety (90) days of receiving a filed formal complaint, the District shall complete its investigation and forward a copy of the investigative report to the Chancellor of the California Community Colleges, a summary of the report to the complainant, and written notice setting forth all of the following to both the complainant and the Chancellor:

- The determination of the chief executive officer of the District or designee as to whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint
- A description of actions taken, if any, to prevent similar problems from occurring in the future
- The proposed resolution of the complaint
- The complainant's right to appeal to the District governing board and the Chancellor of the California Community Colleges

**PROCEDIMIENTO PARA QUEJAS DE DISCRIMINACIÓN****Política de la No Discriminación**

La meta de Feather River Community College District es contar con un proceso que sea sensible tanto a las necesidades de los estudiantes, el personal e individuos que tienen contacto con la comunidad del colegio, y a la vez tome en cuenta los derechos de aquellas personas en contra de quienes se hacen acusaciones.

La política de Feather River Community College District es proveer un medio ambiente educativo y de trabajo en donde ninguna persona sea sujeta a la discriminación ilegal en base a su grupo étnico, identificación, origen nacional, religión, sexo, raza, color, origen de ascendencia, orientación sexual, estado marital, o discapacidad mental o física o ser negado ilegalmente acceso completo y equitativo a o a los beneficios de cualquier programa, actividad que sea administrada por, financiada directamente por, o que recibe parte de la asistencia financiera de la Oficina Estatal del Canciller o de la Junta Directiva de los Colegios Comunitarios de California.

Feather River Community College District, en cumplimiento del Título VI y VII del Acta de Derechos Civiles de 1964, Título IX de la Enmienda de Educación de 1972, Secciones 503 y 504 del Acta de Rehabilitación de 1973, El Acta de los Estadounidenses Con Discapacidades de 1900, Acta de la Discriminación por Edad en el Empleo de 1967, no discrimina en base a la raza, color, origen nacional, religión, sexo, discapacidad, falta del dominio del inglés o edad en ninguna de sus políticas, procedimientos o prácticas; tampoco el Distrito en cumplimiento de la Sección 402 del Acta de Reajuste de Veteranos de la Era de 1974, no discrimina en contra de cualquier empleado o solicitante a empleo debido a que éstos son veteranos discapacitados o veteranos de la era de Vietnam, o debido a su condición médica (relacionada con el cáncer) como lo define la Sección 12926 del Código de Gobierno de California, ni por su origen de ascendencia, orientación sexual o su estado marital. Conforme a la política del Colegio y por mandato de la Orden Ejecutiva 11246 y 11375, Sección 503 del Acta de Rehabilitación de 1973 y la Sección 402 del Acta de Reajuste de Veteranos de la era de 1974, FRCCD es un empleador de oportunidades equitativas.

**Hostigamiento Sexual**

*Es la política de FRCCD ofrecer un medio ambiente que sea libre de la discriminación*

ilegal en sus programas, actividades, y lugares de empleo. El hostigamiento sexual es una forma de discriminación sexual ilegal y no será tolerado por el Distrito. Hostigamiento Sexual incluye, pero no se limita a, cualquier insinuación sexual no bienvenida, petición para favores sexuales, o cualquier otra conducta verbal, visual o física de naturaleza sexual, hecha por una persona desde su lugar de trabajo o en el lugar de trabajo o medio educativo que ofenda, cause incomodidad o humillación o interfiera con el progreso académico o labor de trabajo.

**Estudiantes discapacitados**

Encumplimiento con AB 77, Servicios para Estudiantes Discapacitados existentes en los Colegios Comunitarios de California, Sección 504 del Acta de Rehabilitación, el acta enmendada de Discapacidades y el Título V del Código de Educación de California, FRC ha desarrollado una oficina de Servicios de Apoyo Educativo (SES). FRC promueve la participación de los estudiantes discapacitados en las clases regulares. El colegio ofrece servicios de apoyo para hacer el colegio más accesible. Los estudiantes que consideren que una clase no sea accesible, pueden contactar a la oficina del Centro de DSPS (SES) para recibir asistencia. Entre los servicios que ofrece el centro se encuentran, asistencia para tomar notas en clases, intérpretes, equipo móvil, consejería para vivir con la discapacidad y asesores académicos. Pruebas en Braille, pruebas por tapes pregrabados, y otros tipos de equipo pueden estar disponibles.

**Cumplimiento**

Preguntas o disputas sobre el cumplimiento del colegio con sus políticas de no discriminación, de los reglamentos EEO, del Título IX y Sección 504/ADA, deben ser dirigidas a Jamie Cannon, Director de Recursos Humanos/EEO, Feather River College, 570 Golden Eagle Ave., Quincy, CA 95971, (530) 283-0202, ext. 280.





## PROCEDIMIENTO PARA LAS QUEJAS SOBRE DISCRIMINACIÓN

Los procedimientos delineados abajo rigen el proceso de cómo se deben de realizar las quejas por un empleado del distrito en contra de otro empleado, o por un estudiante en contra de un empleado del Distrito. Si la persona que se está quejando es un estudiante y el acusado también es un estudiante, tal queja debe ser referida y manejada de acuerdo a los Procedimientos del Distrito para Resolver Quejas de Estudiante-a-Estudiante de Acoso Sexual y Discriminación. Los empleados que consideren que un estudiante los está acosando, deben referirse a los reglamentos apropiados sobre conducta inapropiada de estudiantes.

### En Donde presentar Una Queja

El Distrito promueve que sus empleados y estudiantes se pongan en contacto con el coordinador apropiado del plantel antes de presentar una queja formal o de obtener asistencia para poder determinar si en efecto o no la persona ha sido o es víctima de discriminación o de acoso sexual.

### Comunicar que La Conducta No Es Bienvenida

El Distrito exhorta a los estudiantes y al personal a que le comuniquen a la persona que los está ofendiendo de forma inmediata y firmemente que su conducta o comportamiento no es bienvenido, es ofensivo, de mal gusto y/o inapropiado.

## PROCEDIMIENTO PARA QUEJAS DE DISCRIMINACIÓN

### Reportando Una Acusación De Acoso

Las personas que crean que han sido sujetas a un acoso, incluyendo la discriminación y el acoso sexual, pueden reportar las acusaciones de acoso al contactar a uno de los siguientes:

- Director de Recursos Humanos/ EEO, del Distrito, Oficina de Recursos Humanos, Feather River Community College, 570 Golden Eagle Avenue, Quincy, CA 95971, teléfono (530) 283-0202, Ext. 280.
- Programa & Servicios para Estudiantes  
Discapacitados, Feather River Community College, 570 Golden Eagle Avenue, Quincy, CA 95971, teléfono (530) 283-0202. Ext. 255.

### Procedimiento Informal Para Quejas

Un empleado o estudiante que considere que él o ella han sido o es víctima de acoso debe informar al Distrito, sus representantes, o supervisor de la ofensa cometida. Para dar paso a un procedimiento natural y específico relacionado con las quejas de acoso, se llevará a cabo un proceso prequeja con el propósito primordial de encontrar una resolución a la queja en la fecha más pronto posible.

El Director de Recursos Humanos del Distrito/Oficial de Oportunidades Equitativas en el Empleo estará disponible para recibir quejas de acoso. Las funciones del Director de Recursos Humanos/Oficial de EEO o del asesor de quejas incluyen pero no están limitadas a:

- Ofrecerle asesoría al empleado y delinear las opciones disponibles;
- Obtener una declaración escrita de los hechos en la queja;
- Asistir en darle seguimiento a la investigación;
- Entrevistar a la parte acusada, testigos y a los supervisores de ser necesario;
- Recomendar un acuerdo para la queja.

El Director de Recursos Humanos/ Oficial de Oportunidades Equitativas en el Empleo revisará la información verídica de los hechos que se haya colectado para determinar si la conducta en cuestión constituye un acoso, tomando en consideración el archivo completo y la totalidad de las circunstancias, incluyendo la naturaleza de los aspectos de los favores verbales, físicos, visuales o sexuales que se hayan otorgado dentro del contexto en que ocurrió el presunto incidente. Tomará y/o autorizará una acción apropiada.

Se hará todo esfuerzo posible para proteger la privacidad de las partes involucradas en la queja. Los archivos pertenecientes a una queja que se está manejando bajo el proceso de quejas pre-formal no serán dados a conocer públicamente. Si como resultado de una investigación, se determina que ha ocurrido un trato de acoso o de discriminación que está prohibido, el superintendente/presidente pudiera emitir una orden de parar y desistir, o de ser necesario instituir acción disciplinaria. Si no se puede llegar a una resolución informal y/o si el acusador desea presentar una queja formal, el acusador ya sea estudiante o empleado puede entonces hacer uso de los procedimientos de quejas formales del Distrito. Los esfuerzos por lograr una resolución informal pudieran continuar hasta después de haberse presentado una queja formal.

### Procedimiento Formal Para Quejas

Una queja formal de acoso o de discriminación se puede presentar por una persona que supuestamente alega que él o ella han personalmente sufrido del acoso o por una persona que se haya enterado de tal acoso en su capacidad oficial como maestro o administrador.

Las quejas anónimas no serán aceptadas. La queja debe presentarse en un formulario que ha sido elaborado por la Oficina del Canciller de los Colegios Comunitarios de California. Los formularios de quejas pueden obtenerse en la Oficina de Recursos Humanos de Feather River Community College District, como se especifica en la sección de arriba de estos procedimientos. Los formularios para emitir quejas también se pueden obtener vía Internet en la Oficina del Canciller de los Colegios Comunitarios de California en <http://www.cccco.edu/divisions/legal/Discrimination/discrimination.htm>. El formulario de queja debe estar firmando con la firma original. La queja puede presentarse con cualquiera de los siguientes: El Canciller de los Colegios Comunitarios de California:

- Director de Recursos Humanos del Distrito, Oficina de Recursos Humanos del Distrito Feather River Community College, 570 Golden Eagle Avenue, Quincy, CA 95971, teléfono (530) 283-0202, Ext. 280.

Los empleados que sean acusadores deben ser notificados que pueden presentar una queja por discriminación en el empleo con la Comisión Federal de Oportunidades en el Empleo (EEOC) o con el Departamento de Empleos Justos y Vivienda (DFEH).

Las quejas presentadas con la EEOC y/o con DFEH deben ser giradas a la Oficina del Canciller. En una queja no relacionada con el empleo, la queja debe ser presentada en un lapso de tiempo de un año de la fecha en que se alega se cometió la discriminación ilegal o dentro de un año en que el acusador supo o debió saber de los hechos que sustentan la acusación de la discriminación ilegal. Cuando el Distrito recibe una queja formal que está de forma apropiada archivada según los requisitos de estos procedimientos, el Oficial Responsables del Distrito o persona designada tratará de iniciar una investigación de la queja y notificará al acusador y al Canciller de los Colegios Comunitarios de California que está realizando dicha acción.

*El Distrito puede rehusarse a investigar o puede discontinuar la investigación si el acusador:*

- La queja cuenta con errores según se indican en estos procedimientos;
- Acusaciones idénticas sobre el Título 5 han sido investigadas con anterioridad y resueltas.
- Las acusaciones son la continuación de un patrón de quejas anteriormente presentadas que involucran la misma/s acusaciones que han sido encontradas ser verídicas y legalmente respaldadas por el Distrito o por el Canciller de los Colegios Comunitarios de California;
- la queja no es inteligible; la queja ha fallado en presentar hechos que expliquen el por qué el acusador cree que la supuesta discriminación se cometió debido a una característica singular o debido a que el acusador cree que hubo represalias en contra de él o ella porque presentó una queja o por defender sus derechos, y después de una petición hecha por el Distrito para la entrega de información adicional, el acusador una vez más falla en presentar hechos que expliquen las bases de la supuesta discriminación;
- el acusador retira la queja; el Distrito ha girado una copia de la queja presentada ante el Departamento de Empleos Justos y Vivienda (DFEH) a la Oficina del Canciller de los Colegios Comunitarios de California y el Canciller ha determinado que no se requiere realizar una investigación independiente. El Distrito puede retener los servicios de un investigador de afuera en caso de que el Oficial Responsable del Distrito determine que tales servicios son necesarios o benéficos para la Investigación y resolución de la queja.



**Presentando Quejas A Tiempo**

Debido a que de no presentarse un reporte de acoso o de discriminación impide que el Distrito tengan la habilidad de frenar el comportamiento, el Distrito exhorta a sus empleados y estudiantes que crean que están siendo hostigados a presentar una queja. El Distrito también exhorta a que tales quejas se presenten

dentro de 30 días de la fecha en que se alega se cometió el incidente. Aunque todas las quejas se toman en serio y serán investigadas de acuerdo, el retrasarse en presentar una queja impide al Distrito la habilidad de poder investigar y remediar el problema.

Todo supervisor o encargado tiene la obligación de reportar incidentes de acoso; la existencia de un lugar de trabajo hostil, ofensivo o intimidante, así como los actos de represalia.

**Decision Administrativa**

Dentro de un término de noventa (90) días de haberse archivado la queja formal, el Distrito debe terminar su investigación y girar una copia del reporte de la investigación al Canciller de los Colegios Comunitarios de California, un resumen del reporte al acusador y una notificación por escrita indicando lo siguiente tanto al acusador como al Canciller:

- la decisión que ha tomado el jefe ejecutivo o persona designada del Distrito sobre si existe o no causa probable para creer que ocurrió una discriminación con respecto a cada acusación indicada en la queja;
- una descripción de las acciones tomadas, si alguna, para prevenir que ocurran problemas similares en un futuro;
- la resolución que se propone para remediar la queja; y
- el derecho del acusador de apelar la decisión del Distrito ante la Junta Directiva del Distrito y ante el Canciller de los Colegios Comunitarios de California.



**SATISFACTORY ACADEMIC PROGRESS**

Students are considered to be maintaining satisfactory academic progress when their grade point average (GPA) is 2.00 or higher. Failure to make satisfactory academic progress will place the student in one or the other of the following four categories: Academic Probation, Progress Probation, Academic Dismissal, or Program Dismissal. For purposes of this section, semesters shall be considered consecutive on the basis of a calendar year.

**Probation Status**

Academic Probation	Removal from Academic Probation
A student who has accumulated at least 12 semester units, as shown by the official academic record, shall be placed on academic probation if the student has earned a cumulative GPA of between 1.00 and 1.99 in units that were graded on the grading scale.	A student on academic probation shall be removed from probation when their cumulative GPA is 2.00 or higher.

Progress Probation	Removal from Progress Probation
A student who has accumulated at least 12 semester units, as shown by the official academic record, shall be placed on progress probation when the proportion of his or her total attempted units with grades of FW, W, I, or NC in at least three consecutive semesters reaches or exceeds 50%.	A student on progress probation because of an excess of units with grades of FW, W, I, or NC shall be removed from probation when the percentage of units in this category drops below 50% of all attempted units.

**Process and Procedure for Academic and Progress Probation**

1. Students will be notified of probation status by letter from the Instruction Office.
2. Students will not be allowed to register for the following semester without meeting with an academic advisor.

**Dismissal Status**

Academic Dismissal	Removal from Academic Dismissal
A student who is on academic probation shall be subject to dismissal if the student earned a GPA of 1.99 or below in all units attempted in each of three consecutive semesters that were graded on the grading scale, <b>OR</b> if he or she earned a GPA of less than 1.00 for 9 or more units attempted in any given semester.	Students readmitted after academic dismissal do so on probationary status and must improve their cumulative GPA. They are subject to dismissal again after three consecutive semesters of a cumulative GPA of 1.99 or below.

Progress Dismissal	Removal from Progress Dismissal
A student who has been placed on progress probation shall be subject to dismissal when the proportion of his or her total attempted units with grades of FW, W, I, or NC in at least three consecutive semesters reaches or exceeds 50%.	A student readmitted after progress dismissal may not earn any grades of FW, W, I, or NC during the first semester of readmittance in order to continue.

### Process and Procedure for Academic and Progress Dismissal

1. The student will be notified of dismissal by letter from the Instruction Office. The student will receive a packet that includes:
  - The dismissal notification
  - The instructions for contacting an academic advisor to discuss options (see #2 below)
  - The appeal form
2. An advisor will meet with the student to discuss options and set up the actual appeal date.
3. Once the date is set, the advisor will confirm with the committee and the student when and where the appeal will occur.
4. The student may choose to attend the appeal with an advocate.
5. The advocate may be either an advisor, faculty, or staff member.
6. The decision will be according to majority vote.
7. The student will be notified within 48 hours as to the decision of the committee.
8. If the committee approves the student's appeal, the student will be directed to an academic advisor for readmission with restrictions. Those restrictions may be:
  - Taking fewer units
  - Learning contract
  - Mandatory tutoring
  - Progress reports
  - Other

### Qualification for Readmission

A dismissed student may reapply:

- After completing 5 or more units (not to include P/NP classes) with a 2.00 or better GPA in either summer school, through correspondence, or at another accredited institution, or
- After an absence of one or more semesters, or
- After successful completion of the class College 100.



### FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress for financial aid recipients is as follows:

- Students must make progress toward their academic goal each semester that they are enrolled.
- Students shall maintain a cumulative 2.0 GPA or better.
- At least 70% of all units attempted in each semester must be completed.

*"Attempted units" are all courses for which the student has received a grade for their transcript, including W, FW, IP, NC, RD, I, or NP grades. Grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D, CR, and P are considered units completed.*

1. Financial Aid Satisfactory Academic Progress Probation	Basis for FA Disqualification
Students who drop below a cumulative GPA of 2.0 and/or who don't complete at least 70% of their attempted units each semester will be placed on Financial Aid Satisfactory Academic Progress Probation for the next semester that they enroll at FRC.	Students who are on Financial Aid Satisfactory Academic Progress Probation and who do not meet both the minimum cumulative 2.0 GPA requirement <b>and</b> the 70% unit completion rate at the end of their probation semester will be disqualified from receiving financial aid at FRC. <b>Students who do not complete any units in a semester will be disqualified from receiving financial aid at FRC.</b>

2. Financial Aid Maximum Time Frame	Basis for FA Disqualification
Federal regulations state that students must complete their program before they reach the maximum time frame, which is 150% of the published length of the program. Students who do not earn their degree or certificate or transfer by the time they have attempted 150% of the units required for their program will lose eligibility for aid at FRC. See the Financial Aid section of this catalog for more details.	Students who have reached their maximum time frame will be disqualified from receiving financial aid at FRC.

3. Financial Aid Program Completion	Basis for FA Disqualification
Students who have completed their program at FRC by earning their certificate or degree will lose eligibility for aid at FRC.	Students who have completed their program at FRC will be disqualified from receiving financial aid at FRC.

### Process and Procedures For:

#### Financial Aid Probation

Students will be sent a letter informing them of their probationary status. Students on Financial Aid Satisfactory Academic Progress Probation will continue to receive their financial aid during the semester they are on probation. They are expected to regain satisfactory academic progress by the end of the FA Probation semester, and they are encouraged to meet with an advisor and to take advantage of the many resources that FRC has to offer to assist students in becoming successful.

#### Financial Aid Disqualification

Students disqualified for financial aid for any of the three reasons listed above will be sent a letter informing them of their disqualified status. The letters will offer students the option of appealing their status and will include the documents necessary to complete the appeal process.

The only type of aid that disqualified students will continue to receive is the BOG waiver, if they are eligible for that waiver.

### Financial Aid Appeal Process

Students may appeal the Financial Aid Disqualification decisions that are based on:

- GPA/Unit completion
- Maximum time frame
- Enrollment after program completion

Additional information about the Financial Aid Appeal Process is available in the Financial Aid section of this catalog.

## ACADEMIC RENEWAL POLICY AND PROCEDURE

The purpose of this policy is to disregard past substandard academic performance of students when such work is not reflective of their current demonstrated ability. It is based on the recognition that, due to unusual circumstances or circumstances beyond the student's control, the past substandard work will negatively affect their academic standing and unnecessarily prolong the rate at which they complete their current objectives.

If specific conditions are met, Feather River College may disregard the grades earned during a particular period of time from all considerations associated with the computation of a student's cumulative grade point average (GPA). This process is limited to no more than thirty (30) semester units of coursework taken at any college for graduation or GPA purposes only. These conditions are:

1. The coursework to be disregarded is substandard. The total GPA of the semester is less than 2.0.
2. A minimum of 12 semester units have been completed at Feather River College with a "C" grade or better subsequent to the coursework to be disregarded.
3. At least 12 months have elapsed since the most recent coursework to be disregarded.
4. All substandard coursework shall be disregarded except those courses required as a prerequisite or to satisfy a requirement in the student's redirected educational objective.
5. Credit for courses from other colleges or universities can be disregarded in order to meet the GPA requirements for an A.A. degree or certificate of achievement toward graduation.

Note: It is important to understand that all coursework will remain legible on the student's permanent records (transcripts), ensuring a true and complete academic history. However, the student's permanent records will be annotated so that it is readily evident to all users of the records that the substandard units are to be disregarded. This notation will be made at the time that the academic renewal has been approved by the Student Services Office.

If another accredited college has acted to remove previous coursework from consideration in computing the grade point average, such action shall be honored in terms of its policy. However, such units disregarded shall be deducted from the thirty (30) semester unit maximum of coursework eligible to be disregarded at Feather River College.

Students requesting removal of previous coursework for certificate or degree consideration must file a petition in the Admissions and Records Office. The petition shall outline the term or consecutive terms of coursework to be disregarded and shall include evidence verifying (a) that work completed during this period is substandard, and (b) at least twelve (12) months has elapsed since completion of the most recent coursework to be disregarded.

The Chief Instructional Officer shall act on the petition and return it to the Admissions and Records Office for entry of the proper annotation on the student's permanent record. Academic renewal actions are irreversible.

Note: This policy does not apply to the Financial Aid Academic Progress requirements, which must be met for students to qualify for financial aid. Students may submit financial aid appeals directly to the Financial Aid Office for reinstatement of their aid eligibility if the enrollment records exceed the maximum units for their program of study or if their GPA drops below 2.0.

## LIMITATIONS ON REMEDIAL COURSES

Pursuant to Title 5, Section 55756.5, Feather River College has established the following criteria for enrollment of students in remedial, pre-collegiate basic skills coursework:

1. The student must be determined to need remedial coursework through the appropriate assessment instruments, methods, and procedures adopted as part of the FRC matriculation policy and procedures.
2. A student may not accumulate more than 30 semester units of remedial coursework at FRC.
3. Remedial coursework taken at another community college will not be included in the 30 units of remedial coursework permitted at FRC.
4. Students enrolled in one or more courses of English as a Second Language and students identified by the appropriate instruments, methods, and procedures to have a learning disability are exempt from the 30-unit limitation.
5. A student who does not obtain full eligibility status for college level courses after completing 30 semester units shall be dismissed and referred to adult noncredit education courses. Dismissal shall be in accordance with the dismissal standards published in this catalog.
6. The student may, upon completion of the appropriate noncredit education courses or upon demonstration of appropriate college level skills, request reinstatement to proceed with college level coursework. Reinstatement will be in accordance with the reinstatement policy published in this catalog.
7. Students should be aware that all remedial coursework may not be applied toward their degree.

## INSTRUCTIONAL SUPPORT SERVICES

### Learning Center

The Learning Center (LC) offers students a variety of services, including individualized or group tutoring, writing critiques, instructional assistance in mathematics and in the sciences, and GED exam preparation. The Learning Center is staffed by professionals dedicated to helping students achieve academic excellence across the curriculum and personal success.

The tutoring program offers free individual or group peer tutoring in most subjects. The program is also an excellent opportunity for students wishing to work on campus as tutors. Tutoring information and applications are available in the Learning Center.

All of the computers in the LC are networked with the FRC Library, having full access to the Internet and FRC email. The staff will provide students with instruction on finding relevant information for research papers and will assist students in drafting and editing papers for any college class. For information, contact Jeanette Kokosinski, LC Director, at 530-283-0202, ext. 217.

### English as a Second Language/Basic Skills

Feather River College is committed to the support and enhancement of ESL/Basic Skills education. Under guidance from the State Chancellor's Office Basic Skills Initiative Project, FRC has developed best practices in ESL/Basic Skills. For information, contact Joan Jarrett, ESL/Basic Skills Coordinator, at 530-283-0202, ext. 254.

### Learning Center Student Learning Outcomes

*Students enrolled in the tutoring program will:*

- Improve their knowledge in specific subject area(s)
- Improve their academic proficiency in specific subject area(s)
- Develop critical thinking, technical, and communication skills
- Develop self-efficacy

Student Learning Outcomes will be indirectly assessed by the Learning Center staff and the assigned tutor. Correlative data of tutoring hours will be used to determine relative success or failure of students enrolled in the tutoring program.



### Library

The current library is a pleasant, comfortable, well-lighted facility with tables for group study and individual carrels in which students may study or read for pleasure. An audio-video room allows students to use the media collection in privacy without disturbing others.

Twelve computer workstations provide students with high-speed connection to the Internet and the local campus network. Wireless capability throughout the library allows students with their own laptops to access the Internet as well. High quality research can be performed using the scholarly electronic databases accessible to students both on and off campus. (An FRC network account is required.) Word processing, spreadsheet, and other appropriate software applications are available, enabling students to perform research and write their assignments without leaving the library.

The library supports the college curriculum with a collection of over 22,000 books in hardcopy, 11,000 e-books, more than 100 periodical subscriptions, several state, local and national newspapers, and hundreds of videos and DVDs. As a member of the NorthNet Library System, the library has access to the collections of seven other college libraries and thirteen public libraries throughout Northern California. Weekly delivery service between these libraries ensures that students can obtain almost any library materials they may need in a timely manner.

Ribbon cutting for the new 10,000 square foot library is scheduled for January, 2011. In addition to being three times the size of the current library, the beautiful facility will have all new equipment and furniture. Students will enjoy the benefits of a computer lab with 30 networked computers and an area with tables and study rooms for small groups. Students who want to read, study, and perform wireless research in a quieter atmosphere will have access to 23 personal carrels and 14 lounge chairs in an adjoining area.



### PHILOSOPHY AND RATIONALE FOR GENERAL EDUCATION

Feather River College, in its mission and goals statement, has made an institutional commitment to provide general education as an integral component of all degree curricula (Goal 9). The philosophy that underlies the provision of an undergraduate breadth requirement for students at Feather River College is that education should be based upon an essential or prescribed body of knowledge dealing with the heritage of humankind. FRC's rationale for a general education component is based on the objectives set forth in the President's Commission on Higher Education (1947). These are:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.
2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, state and nation.
3. To recognize the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace.
4. To understand common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.
5. To understand the ideas of others and to express one's own effectively.
6. To attain a satisfactory emotional and social adjustment.
7. To maintain and improve one's own health and to cooperate actively and intelligently in solving community health problems.
8. To understand and enjoy literature, arts, music, and other cultural activities and expressions of personal and social experience, and to participate to some extent in some form of creative activity.
9. To acquire the knowledge and attitudes basic to a satisfying family life.
10. To choose a socially useful and personally satisfying vocation that will permit one to use to fulfill his/her particular interests and abilities.
11. To acquire and use the skills and habits involved in critical and constructive thinking.

### OCCUPATIONAL EDUCATION ADVISORY COMMITTEES

All occupational education programs at Feather River College are served by volunteer advisory committees who may be consulted in the development of appropriate curriculum and educational projects. The advisory committees study the educational needs of the community and make recommendations to the college administration relating to those needs; furnish specialized information and advice on technical requirements for the effective operation of the programs; provide channels of communication between the college and the various organizations and agencies in the community interested in the programs; and further a cooperative relationship between the college and appropriate community agencies. The following programs have advisory committees:

- Administration of Justice
- Administrative Office Management
- Business
- Early Childhood Education
- Environmental Studies
- Equine Studies
- Outdoor Recreation Leadership
- University Studies -- Agriculture

## COMMENCEMENT ACTIVITIES

Commencement activities are provided by the college for family and friends to honor the achievements of the graduating students and to provide the occasion for the faculty and staff to acknowledge the work and dedication the graduates have put forth during their tenure at Feather River College.

A student must have completed all requirements for their degree or certificate in order to participate in ceremonies. Specifically:

1. Students will be allowed to take part in commencement exercises if they are currently enrolled in course work that will complete their degree or certificate.
2. Students who are currently enrolled in course work that will complete their degree or certificate, yet fail to complete the necessary units or course work, must reapply for graduation. If approved, they will be graduated the following graduation semester, but will be listed on the current year's program.
3. Students who are lacking units or course work will not participate in commencement exercises and will not be listed on the program.

In the event that commencement exercises occur before grades are posted, the student will be allowed to participate if currently enrolled in all remaining course work that fulfills the graduation requirements. In such circumstances, the degree will be issued after the grades are posted.

## GRADUATION PETITIONS

A Preliminary Petition to Graduate must be filed by each student who wishes to receive an Associate Degree. The Final Petition to Graduate is sent to the student after review of their student records to verify accomplishment of the requirements for their major. Petitions are available at the Admissions and Records Office and must be returned prior to the published deadlines. Deadlines for submission are published in the Academic Calendar.

## TRANSFER PROGRAM

The Feather River College transfer program is designed for those students who would like to complete their first two years of college in an affordable, supportive, small school setting and then transfer to a four-year college to complete a bachelor's degree. The transfer program is designed to parallel lower-division courses offered for freshman and sophomore students at four-year colleges and universities. Lower-division college work consists primarily of general education classes which can be completed and certified at Feather River College. Because Feather River College is accredited by the Western Association of Schools and Colleges, all public California colleges and universities—and most other schools in the country—will accept these certified general education credit when a student transfers to another college.

Students may complete a variety of lower-division courses at Feather River College that satisfy major requirements or prerequisites at the school to which they intend to transfer. Four-year institutions and their departments limit the number of units in a specific major which may be taken at the lower-division level. Transfer students should work closely with college counselors/advisors, and consult the current catalog of the college to which they wish to transfer, to identify specific lower-division major requirements and plan a course of study. The final responsibility for class selection and program completion rests with the student.

In general, California four-year colleges and universities prefer that students complete at least 60 transferable semester units at the community college before they transfer. Usually up to 70 units of community college credit may be applied toward a bachelor's degree, which generally requires 124-132 units. With careful planning, most Feather River College students can qualify for admission to full junior class status when they transfer to other colleges, and concurrently fulfill Associate Degree requirements for graduation from Feather River College.

## TRANSFER CLASSES

Transferable FRC classes have course numbers that range from 100 to 299. Courses numbered in the 100's generally parallel those offered at the freshman level, and courses numbered in the 200's are generally sophomore level classes. If such courses meet the general education requirements at the transfer school, or are appropriate to a student's major, they will usually be accepted by the transfer school for full credit value. Occupational, vocational and technical courses numbered from 1-99 are Associate Degree applicable courses and generally not accepted by transfer institutions.

### California State University (CSU)

Students transferring to any campus of the California State University System can complete all 39 units of lower-division general education requirements at FRC. Students may accomplish this by completing the CSU General Education Breadth Requirements or by completing the Intersegmental General Education Transfer Curriculum (IGETC)\* before transferring.

### University of California (UC)

Students transferring to a campus of the University of California may either fulfill the lower-division general education requirements of each individual campus or complete the Intersegmental General Education Transfer Curriculum (IGETC).\*

A California Community College student applying for admission to the University of California or California State University in advanced standing will be given priority over all other applicants if:

1. He/she is a California Community College transfer student;
2. He/she has completed a total of at least 60 transferable units with a minimum GPA of 2.0 (certain majors and colleges may require a higher GPA) and is transferring with his/her General Education Certification;
3. He/she has completed as much lower division major prerequisite coursework as possible.\*\*
4. He/she has completed a Transfer Admission Agreement (TAG).

### Intersegmental General Education Transfer Curriculum (IGETC)

Completion of FRC courses that satisfy IGETC requirements will permit students to transfer from FRC to any UC or CSU campus without the need, after transfer, to take any additional lower-division general education courses to satisfy individual campus general education requirements.

### University of Nevada, Reno (UNR)

FRC has articulated a Transfer Core Curriculum with UNR. FRC students may take advantage of a special UNR "Good Neighbor Policy" that allows FRC transfer students to enroll at UNR for a reduced out-of-state tuition fee.

### General Education/Core Class Identification

FRC classes that satisfy lower-division General Education or CORE curriculum requirements of FRC, California four-year colleges, or the University of Nevada, Reno are designated by initial (FRC, CSU, IGETC, UNR) in the course description section of this catalog below unit designations. The UC designation indicates a University of California transferable course. All course work counted towards General Education must have an average GPA of 2.0. Student must also complete English 101 with a "C" or better (or a "Pass") and one of the Math courses listed as satisfying GE requirements with a "C" or better (or a "Pass").

\* IGETC courses must be completed with grade "C" or better.

\*\* For information on lower division major course work, consult [www.assist.org](http://www.assist.org).

**FEATHER RIVER COLLEGE GENERAL EDUCATION REQUIREMENTS  
ASSOCIATE DEGREE**  
(Minimum 24 units) 2009 – 2010  
Revised Spring 2010

<p><b>A COMMUNICATION</b> <span style="float:right"><b>3 UNITS</b></span></p> <p>A1 - ENGL101 A2 - CRITICAL THINKING ENGL 102, 103, 119, 120, PHIL 101, 102</p>	3 UNITS
<p><b>B NATURAL SCIENCE</b></p> <p>B1 - LIFE OR PHYSICAL SCIENCE <span style="float:right">3 UNITS</span> (must include lab) ANTH 120 and 120L, BIOL 100, 102, 104, 106, 110, 112 CHEM 100, 102, 104, 106, ENVR142, 142L, GEOL 102, 104, 110 PHYS100 and 100L, 102, 104, PHSC 100</p> <p>B2 - MATHEMATICS <span style="float:right">4 UNITS</span> MATH 18, 110, 114, 116, 202, 218, 220, 222</p> <p>B3 - COMPUTER LITERACY <span style="float:right">1 UNIT</span> AGAB 150, AOM 184, 185, 186, 187, BUS 162, 164, CSCI 102</p>	3 UNITS 4 UNITS 1 UNIT
<p><b>C HUMANITIES</b> <span style="float:right"><b>3 UNITS</b></span></p> <p>ART 100, 107, 109, 110, 116, 117, 122, 166, 170, 172, 174, ASL 130, 132 ECE 166, ENGL 128, 170, 180, 228, 245, 246, 252, 254, 256, 257, 260, 277 ENVR 102, FRN 101, 102, GRMN 102, 104 HON 272, 274, 276, 280, 286, 288, 292, HUM 112 HUMN 100, 101, 110, 112, 128, MUS 101, 110 PHIL 100, 101, 102, 103, SPAN 101, 102 THEA 105, 106</p>	3 UNITS
<p><b>D SOCIAL AND BEHAVIORAL SCIENCE</b> <span style="float:right"><b>3 UNITS</b></span></p> <p>ADMJ 102, 112, 203 ANTH 100, 104, 106, 120, 150 BUS 106, 108, BIOL/PSY 135 ECE 153, 162, GEOG 104, 150 HIST 102, 104, 108, 109, 110, 111, 112, 120, 124, 130, 140, 150, 160 HON 274, 278, 280, 282, 284, 288 ORL 110, POL 101, 140 POL/ENVR180, PSY 102, 130 SOC 100, 102, 110, 150, 160</p>	3 UNITS
<p><b>E AMERICAN INSTITUTIONS</b> <span style="float:right"><b>3 UNITS</b></span></p> <p>HIST 108, 110, 140, POL 101, 140</p>	3 UNITS
<p><b>F HEALTH &amp; EXERCISE STUDIES</b> <span style="float:right"><b>1 UNIT</b></span></p> <p>Any Health and Exercise Studies activity course or Outdoor Recreation Leadership activity course or AGEQ 103 (alternate courses may be used by students with a physical disability and who have obtained a written opinion from a medical doctor) HES170, HES 100, 105-</p>	1 UNIT

**FEATHER RIVER COLLEGE GENERAL EDUCATION BREADTH REQUIREMENTS  
CALIFORNIA STATE UNIVERSITY SYSTEM**

<p><b>A COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING</b> <span style="float:right"><b>9 UNITS</b></span></p> <p>(one course from A1, A2, and A3) A1 - ENGL 118, 119, 120 A2 - ENGL 101 A3 - ENGL 102, 103, PHIL 101, 102 Transfer from another college:</p>	9 UNITS
<p><b>B PHYSICAL UNIVERSE AND ITS LIFE FORMS</b> <span style="float:right"><b>9 UNITS</b></span></p> <p>(one course from B1, B2, B3, and B4) B1 - CHEM 100, 102, 104, 106, GEOG 102, GEOL 102, 104, 110, PHYS 100, 102, PHSC 100, 120 B2 - ANTH 120, 120L, BIOL 100, 102, 104, 106, 110, 112, 210 B3 - ANTH 120L, BIOL 100, 102, 104, 106, 110, 112, 210, CHEM 100, 102, 104, 106, GEOL 102, 104, 110, PHYS 102, PHSC 100 B4 - MATH 110, 116, 202, 218, 220, 222 Transfer from another college:</p>	9 UNITS
<p><b>C ARTS, LITERATURE, PHILOSOPHY, FOREIGN LANGUAGES</b> <span style="float:right"><b>9 UNITS</b></span></p> <p>(must include at least one course from each category) C1 - ART: ART 100, 109, 116, 117, 122, 166, ENGL 128, HUM 100, 101, 128, MUS 101, 110, THEA 105, 106 C2 - HUMANITIES: ASL 130, 132, ENGL 170, 180, 228, 245, 246, 252, 254, 256, 257, 260, 277, FRN 101, 102, GRMN 102, 104, HIST 108, 110, 112, HON 272, 274, 276, 280, 284, 286, 288, 292, HUMN 110, 112, PHIL 100, 101, 102, 103, SPAN 101, 102, 201 Transfer from another college</p>	9 UNITS
<p><b>D SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND BEHAVIOR, HISTORICAL BACKGROUND</b> <span style="float:right"><b>9 UNITS</b></span></p> <p>(no fewer than nine semester units, with courses taken in at least two disciplines) D0 - Sociology and Criminology: SOC 102, 150, HON 292 D1 - Anthropology and Archaeology: ANTH 100, 104, 106, 150 D2 - Economics: BUS 106, 108, HON 278 D3 - Ethnic Studies: POL 140, ANTH 150 D4 - Gender Studies: HIST 120, HON 286, PSY 130, SOC 100 D5 - Geography: GEOG 104, 150 D6 - History: HIST 102, 104, 108, 110, 112, 120, 124, 130, 140, 150, 160, HON 274 D7 - Interdisciplinary Social or Behavioral Science: HON 282, 288 D8 - Political Science, Government and Legal Institutions: ADMJ 102, POL 101 D9 - Psychology: ECE 153, 162, PSY 102 Transfer from another college</p>	9 UNITS
<p><b>E LIFELONG UNDERSTANDING AND SELF DEVELOPMENT</b> <span style="float:right"><b>3 UNITS</b></span></p> <p>AGEQ103, BIOL 135, HES 170, HES 100, PSY 102 Transfer from another college</p>	3 UNITS

SUBMITTED TO CURRICULUM 2/17/2010  
APPROVED BY CURRICULUM 4/21/10



**INTERSEGMENTAL GENERAL EDUCATION  
TRANSFER CURRICULUM (IGETC)**

Completion of all the requirements in the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University (CSU) or the University of California (UC) system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements.

**All courses must be completed with grades of "C" or better.  
Consult with your counselor/advisor for more detailed information**

<b>AREA 1:</b>	<b>ENGLISH COMMUNICATION</b>	<b>6-9 UNITS</b>
<p><b>CSU:</b> Three courses required, one from each group below  <b>UC:</b> Two courses required, one from Group A and one from Group B below</p> <p><b>Group A: English Composition - 3 units</b> English 101</p> <p><b>Group B: Critical Thinking – 3 units</b> English 103</p> <p><b>Group C: Oral Communication - 3 units (CSU only)</b> English 120</p>		
<b>AREA 2:</b>	<b>MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b>	<b>3 UNITS</b>
<p><b>CSU/UC:</b> One course from below</p> <p>Mathematics: *110, *116, 202, 218, 220</p> <p>* Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a counselor.</p>		
<b>AREA 3:</b>	<b>ARTS AND HUMANITIES</b>	<b>9 UNITS</b>
<p><b>CSU/UC:</b> Three courses from below, one must be from Arts and one from Humanities.</p> <p><b>Arts:</b> Art 100, 166 English 128 Humanities 100, 101, 128</p> <p><b>Humanities:</b> English 180, 245, 256, 257, 277 History 102, 104, 108, 110 Philosophy 100, 103 Honors 274, 276, 280, 284, 288 Humanities 110, 112</p>		

**IGETC TRANSFER CURRICULUM *Continued***

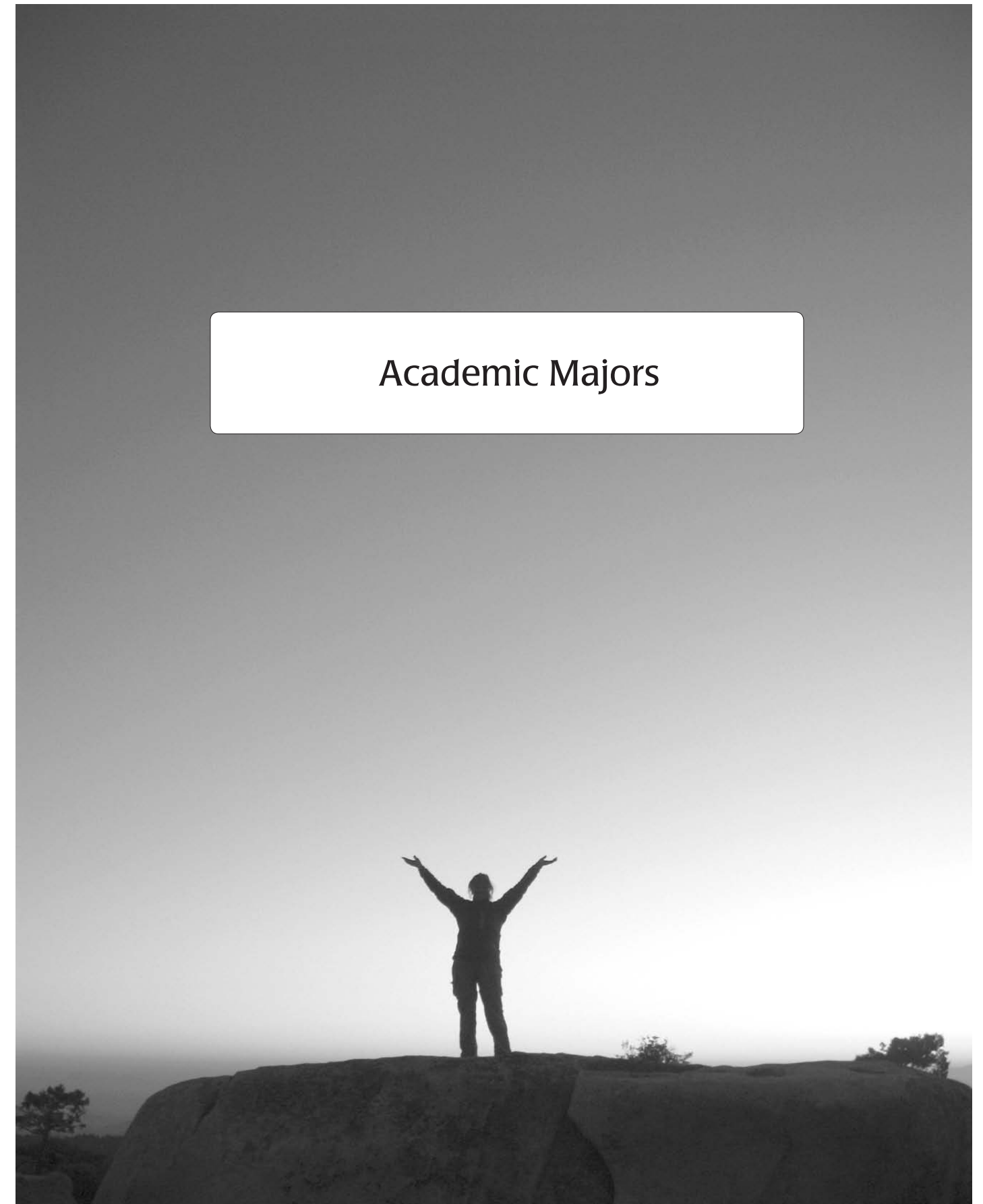
<b>AREA 4:</b>	<b>SOCIAL AND BEHAVIORAL SCIENCES</b>	<b>9 UNITS</b>
<p><b>CSU/UC:</b> Three courses from at least two disciplines or an interdisciplinary sequence.</p> <p><b>4A</b> - Anthropology 100, 104, 106, 150  <b>4B</b> - Business 106, 108  <b>4D</b> - History 120, Honors 286  <b>4E</b> - Geography 104, 150  <b>4F</b> - History 108, 110, 120, 130, 140, Honors 278  <b>4G</b> - Honors 282  <b>4H</b> - Political Science 101, 140  <b>4L</b> - Early Childhood Education 162, Psychology 102  <b>4J</b> - Sociology 102</p>		
<b>AREA 5:</b>	<b>PHYSICAL AND BIOLOGICAL SCIENCES</b>	<b>7-9 UNITS</b>
<p><b>CSU/UC:</b> At least two courses, one Physical Science and one Biological Science (one course must have a lab which are identified by 'L').</p> <p><b>Physical Science:</b> Chemistry 100, 102, 104, 106 Geography 102 Geology 102 104 Physics 100, 102 104 Physical Science 120</p> <p><b>Biological Science:</b> Anthropology 120, 120(L) Biology 100, 102, 210, 104, 106</p>		
<b>AREA 6:</b>	<b>LANGUAGE OTHER THAN ENGLISH (UC Requirement Only)</b>	<b>4-5 UNITS</b>
<p><b>Must complete two years of high school level work in the same foreign language 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 4-5 units from the courses below:</b></p> <p>ASL 132, 134 French 102, 201 German 104 Spanish 102, 201</p>		
<b>AREA 7:</b>	<b>GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS</b>	<b>6 UNITS</b>
<p><b>CSU:</b> Two courses required – one from Group 1 and one from Group 2.  <b>UC:</b> Accepts high school course work to meet this requirement.</p> <p><b>Group 1: History</b> History 108, 110</p> <p><b>Group 2: Constitution</b> Political Science 101</p>		

**UNIVERSITY OF NEVADA, RENO**

All undergraduates must complete the core curriculum to graduate from UNR. It is not necessary to complete all of the lower division core curriculum requirements at FRC before transfer to UNR. If you have a declared major, refer to the current UNR catalog for specific requirements in the core curriculum.

<b>AREA 1 WRITING</b>	<b>6 UNITS</b>	<b>AREA 2 MATHEMATICS</b>	<b>3-6 UNITS</b>
English 101 English 102		Math 108 + 110, 116, 218	
<b>AREA 3 NATURAL SCIENCE</b>	<b>8 UNITS</b>	<b>AREA 4 SOCIAL SCIENCE</b>	<b>3 UNITS</b>
Two courses <u>must</u> include a lab. At least one must be from Group A.  Group A Biology 100, 102, 104, 106 Chemistry 100, 102, 104 Geology, 102, 104 Physics 102, 104  Group B Anthropology 120 + 120L Physical Science 100		Anthropology 100, 106 Business 106, 108 Geography 104 Political Science 140 Psychology 102 Sociology 102	
<b>AREA 5 FINE ARTS</b>	<b>3 UNITS</b>	<b>AREA 6 DIVERSITY</b>	<b>3 UNITS</b>
Art 100, 166 English/Humanities 128 Humanities 101, 101		English 246	
<b>AREA 7 CORE HUMANITIES</b>	<b>9 UNITS</b>	<b>INTERGRATED CAPSTONE COURSES</b>	<b>6 UNITS</b>
History 102*                    3 units History 104*                    3 units History 108*                    3 units or Political Science 101*            3 units  * An additional Western tradition class will be required by UNR.		Upper division core curriculum classes that must be completed at UNR.	

Academic Majors



## ACADEMIC MAJORS AND EVENING DEGREE PROGRAM

Academic majors are offered in the following fields leading to Associate in Arts (AA) and Associate in Science (AS) degrees. Courses eligible for the Associate degree are numbered in the 0-2—series only.

Many courses counting towards the unit requirement of a major must be completed with a “C” grade or better, see advisor.

### Graduation Limits/Requirements

1. Students may count up to 2 General Education courses towards their major requirements, not to exceed 8 units total.
2. Students may count up to 2 Major Elective courses in 2 different majors.
3. Students may count a maximum of 6 units of HES activity courses as electives towards the total number of units required for an associate degree.

### Certificates of Completion and Certificates of Achievement

- No more than 50% of the units may be taken at another college.
- The certificates are departmental awards. Therefore, the advisors will sign off on the applications for certificates under 18 units. Copies of the college policy and certificates applications will be given to each advisor before the beginning of each year.
- Receiving the certificate does not imply that a graduation requirement has been met.
- Certificates will be posted to the student’s transcripts and mailed at the end of each semester.
- Maintain a minimum cumulative grade point average of 2.0 for both Certificates of Achievement and Certificates of Completion.

### Evening and Online Degree Program

Feather River College offers students the opportunity to earn an Associate Degree in Liberal Studies and satisfy the California State University (CSU) system General Education requirements by attending on-campus classes in the evening or online.

Designed for working adults, parents of young children and high school students who want to gain a head start on college classes, the program is ongoing and a regular part of the FRC schedule of classes each semester.

### Other Degrees

A new Liberal Arts Degree for Elementary Teacher Preparation has been approved by the FRC Board of Trustees but not yet approved at the state level. It is included in the catalog but may change slightly. Is there a degree you’re interested in that FRC doesn’t offer? Please contact your counselor/advisor for more information or the Office of Instruction at 283-0202, ext. 342.

Associates in Science
BIOLOGY see page 105
ENVIRONMENTAL STUDIES see page 120
EQUINE STUDIES see page 102
HEALTH AND EXERCISE STUDIES see page 127
PHYSICAL SCIENCE see page 141
VOCATIONAL NURSING see page 143

Associates in Arts
ADMINISTRATIVE OFFICE MANAGEMENT see pg. 86
ADMINISTRATION OF JUSTICE see page 84
AGRICULTURE* see page 94
ART see page 103
BUSINESS see page 107
EARLY CHILDHOOD EDUCATION see page 110
ENGLISH see page 119
HISTORY see page 130
HONORS Program see page 83
LIBERAL ARTS see page 132
OUTDOOR RECREATION LEADERSHIP see page 138
SOCIAL SCIENCE (FRC G.E. plus 18 units) pg. 134
Select 18 units from the following subject areas:
Anthropology
Economics (Micro/Macro)
Geography
Political Science
Psychology Sociology
Feather River College offers a University Studies transfer degree with a specialization in Agriculture.

## HONORS PROGRAM

The Feather River College Honors Program challenges students to be open to new learning experiences. The program is built on a core of team-taught interdisciplinary courses that engage interesting concepts and topics. Courses intersect the areas of history, literature, social sciences, economics, anthropology, science, gender studies, and cultural studies as they explore the relationships among the world, ideas, and ourselves. All honors courses can be used to satisfy Area C2 of the FRC General Education requirements for the associate of arts and associate of sciences degrees. Honors courses are also articulated for transfer to the CSU and UC systems.

### Benefits of the Honors Program

The Honors Program gives students an opportunity to work at a level more intense and focused than the regular classroom environment. Since all courses are team-taught, students benefit from two instructors working with the same class and materials. Students experience how different academic disciplines approach a topic or an issue. With two faculty members in the classroom who alternately teach, discuss, and debate the course materials, students enjoy a lively intellectual atmosphere. While courses focus on a specific topic, the cross-disciplinary nature of the curriculum demands innovative thinking across normal disciplinary boundaries and using concepts and information in different ways. (See also the descriptions of the Honors Courses in this catalog.)



### Transfer

The Honors Program also benefits those students transferring to four-year schools. The Honors Program will prepare you for upper level work at the university, while enhancing your admissions profile and increasing your chances of admission to a college or university. See the Honors Program Director for details about the transferability of the Honors Program.

### Honors Community

Students in the Honors Program will have the opportunity to take part in local and out-of-town cultural events, from picnics and potlucks to museum openings, theater outings, campus visits, and music events.

### Admission

There are no admissions requirements for the Honors Program. However, it is suggested that students who participate in the program have either passed English 101 with a “B” or better, or be currently enrolled in English 101 with a GPA of 3.25 or higher.

Honors Program Director: Dr. Chris Connell, (530)283-0202, ext. 225, or 1-800-442-9799, ext. 225. E-mail: cconnell@frc.edu



## ADMINISTRATION OF JUSTICE

The Administration of Justice (ADMJ) Program is designed for students preparing for careers in the criminal justice system or planning to continue their education at upper division levels, or simply for those interested in learning more about criminal justice. The program exposes students to the many facets of law enforcement, the court system, and the correctional process. Positions are available with local, state, and federal law enforcement, court facilities, juvenile and adult probation, and correctional facilities. Administration of Justice courses may also benefit students who ultimately wish to attend law school.

### Administration of Justice Program Level Student Learning Outcomes

- **Communication:** Written and oral communication skills in disciplines and professions related to the Criminal Justice System. This includes the ability to convey information and work effectively with groups of varying sizes, as well as different audience levels.
- **Multidisciplinary perspective:** The ability to speak the language of the various disciplines representing the Criminal Justice System keeps graduates competitive in an increasingly interrelated and competitive market.
- **Knowledge:** A quantitative and qualitative understanding of how the Criminal Justice System functions, how technology is used, how public policy drives the system, and how the various system components ensure safe and high-quality communities.
- **Application skills:** Proficiency in disciplines related to the Criminal Justice System is an outcome of quality practice. Investigative skills are taught and practiced regularly at FRC, both in mock crime scenes and the classroom.
- **Professional ethics:** Ethical considerations of all related Criminal Justice System disciplines will be the focal point of AJ students' studies. Ethical considerations are the very core of decisions involving police powers. FRC students are encouraged to question the intended and unintended consequences of the Criminal Justice System.
- **Understanding multiculturalism:** An appreciation for responsibly interacting and respecting the diverse populations of the community, understanding the tensions that may exist between minority communities and the police, striving toward a balance between meeting today's needs for law enforcement and respecting human rights.

### Required Courses for Major

	<b>Units</b>
ADMJ 102	Introduction to Administration of Justice 3
ADMJ 108	Introduction to Investigations 3
ADMJ 114	Juvenile Justice 3
ADMJ 120	Introduction to Corrections 3
ADMJ 204	Criminal Law and Procedure 3
ADMJ 206	Current Issues in the Administration of Justice 3
Electives	Select 9 units below 9
<b>Total requirements</b> .....	<b>27</b>

### Elective Courses for Major

ADMJ 105	Community and Human Relations 3
ADMJ 106	Introduction to Evidence 3
ADMJ 112	Introduction to Criminology 3
ADMJ 116	Vice, Narcotics, and Organized Crime 3
ADMJ 118	Police Field Operations 3
ADMJ 125	Wildlife Laws and Issues 3
ADMJ 126	Crime Scene Investigation 3
ADMJ 128	Introduction to Terrorism 3
ADMJ 203	Introduction to Multiculturalism 3

### Associate in Arts Degree Requirements

	<b>Units</b>
Major Requirements	27
FRC General Education requirements	24
Elective courses (from any discipline)	9
<b>Total requirements</b> .....	<b>60</b>

### Certificate of Achievement Requirements: Administrative of Justice

Major requirements only	27
<b>Total requirements</b> .....	<b>27</b>

### Certificate of Specialization Requirements: Working with Children in the Justice System

ADMJ 102	Introduction to Administration of Justice 3
ADMJ 114	Juvenile Justice 3
ECE 153	Children, Family, and the Community 3
ECE 162	Child Growth and Development 3
<b>Total requirements</b> .....	<b>12</b>



### ADMINISTRATIVE OFFICE MANAGEMENT

The Administrative Office Management (AOM) Program provides students with skills and academic education in the area of business. The program emphasizes providing a comprehensive and sequential range of competencies required for immediate entry-level office jobs, along with higher level skills for advancement and retraining. Students are offered the opportunity to prepare for productive, high-performance careers by developing technical abilities in addition to interpersonal and professional skills. Upon completion of this program, students may apply for positions, such as administrative professional, receptionist, legal office assistant, and medical office assistant. Several certificates may be earned.

#### Administrative Office Management (AOM) Program Level Student Learning Outcomes

Upon degree completion, students will have participated in a program that has clearly defined learning outcomes through a curriculum that reflects a wide range of study, as well as diverse delivery systems. Each graduate is accountable in the following areas:

- Resources: Identifies, organizes, plans, and allocates the resources of time, money, material and facilities, and human resources.
- Soft Skills (Interpersonal): Works well with others by participating as a member of a team, as well as in serving clients/customers; demonstrates ethical behavior; communicates orally; increases on-the-job flexibility; and works with diversity.
- Leadership: Displays accountability. Performs tasks as described. Demonstrates ability to instruct new skills to others. Takes responsibility based on constructive ethical standards. Shows knowledge of administrative procedures. Projects professional demeanor.
- Information: Acquires and uses information by analyzing, evaluating, organizing, maintaining, interpreting, and communicating information, as well as by writing clearly and professionally.
- Technology: Uses software applications, hardware, and general office equipment effectively and efficiently which are appropriate for office professionals and consistent with current labor market needs.
- End Result: Ability to enter employment in any office environment.

Required Courses for Major		Units
AOM 004	Keyboarding II	2
AOM162	Speech Recognition	2
AOM 184	MS Office for the Professional Basic: Word & Excel	1.5
AOM 185	MS Office/Professional Basic: PPT, Access, or Publisher	1.5
BUS 102	Financial Accounting	4
BUS 132	Bookkeeping	3
BUS 100	Introduction to Business	3
BUS 116	Human Relations in Business	3
BUS 120	English for the Professional	3
CWEE 102AD	Occupational Work Experience	1

#### Choose one (1) of the following classes:

AOM 015	Audio Transcribing: General	2
AOM 019	Audio Transcribing: Allied Health	2
AOM 030	Audio Transcribing and Terminology: Legal	2

#### Choose one (1) of the following classes:

AOM 180	Professional Office Procedures	3
AOM 182	Medical Office Procedures	3
BUS 113	Law Office Procedures	3

#### Choose one (1) of the two (2) groups below for three (3) total units:

AOM 186	MS Office for the Professional–Advanced: Word and Excel	1.5
AOM187	MS Office/Professional–Advanced: PPT, Access, or Publisher	1.5
BUS 162	Computer Literacy I	1.5
BUS 164	Computer Literacy II	1.5
Electives	Any AOM, BUS, or CSCI classes	6
<b>Total requirements .....</b>		<b>32-33</b>

#### Electives

		Units
BUS 115	Business Law	3
CSCI 102	Intro to Computer Science Literacy	3
AOM 002	Keyboarding I	1
AOM 014	Ten-Key Calculator	1
AOM 118	Medical Terminology	3
AOM 190	Word Processing: MS Word in Depth	2
BUS 117	Codes and Ethics	1
CWEE 102AD or 122AD	Occupational Work Experience	1-3

#### Associate of Arts Degree Requirements

Major requirements	32-33
FRC General Education requirements	24
Elective courses (from any discipline)	3-4
<b>Total requirements .....</b>	<b>60</b>

### Administrative Office Management Certificate of Achievement

#### Student Learning Outcomes

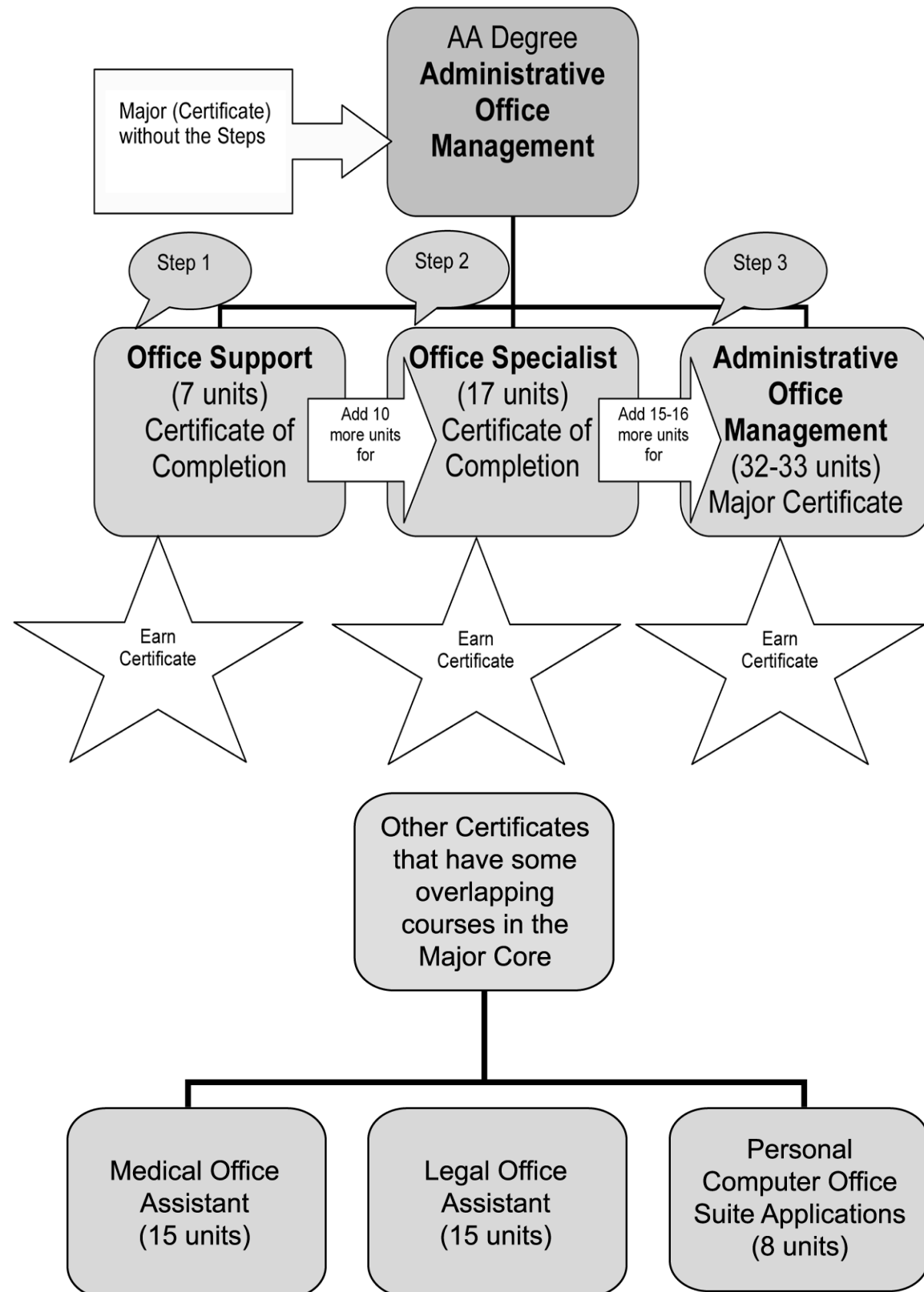
By the completion of this Certificate of Achievement, the student will be able to complete the following duties or tasks:

- Use Microsoft Office applications Word, Excel, and PowerPoint, Access or Publisher at an intermediate proficiency level, especially Word
- Key (type) 40 words a minute
- Demonstrate knowledge of document formats, such as emails, letters, memos, etc.
- Show ability to analyze, evaluate, organize, maintain, and interpret information with regard to the content of the courses completed
- Apply English skills and competencies in written communications, such as emails, letters, memos, etc.
- Demonstrate competency in general audio-transcribing
- Perform general office tasks with little or no supervision
- Demonstrate professional demeanor
- Show ability to analyze, evaluate, organize, maintain, and interpret information
- Work well with others, which includes demonstrating flexibility and ethical behavior

**Major requirements for Certificate only ..... 32-33**

Faculty Advisor: Judith Andrews, jandrews@frc.edu, (530) 283-0202, ext. 245

ADMINISTRATIVE OFFICE MANAGEMENT *continued*



**Certificate of Specialization  
STEP 1 for AOM  
Office Support Office Support (Step 1) Certificate of Specialization  
Student Learning Outcomes**

By the completion of this Certificate of Specialization, the student will be able to complete the following duties or tasks:

- Use Microsoft Office applications Word, Excel, and PowerPoint, Access or Publisher at a basic proficiency level
- Key (type) 40 words a minute
- Demonstrate knowledge of document formats, such as emails, letters, memos, etc.
- Show ability to analyze, evaluate, organize, maintain, and interpret information with regard to the content of the courses completed

		<b>Units</b>
AOM002	Keyboarding I (or equivalent)	1
AOM004 or AOM162	Keyboarding II Speech Recognition	2
AOM014	Ten Key	1
AOM184 and AOM185 or BUS162 and BUS164	Microsoft Basic: Word & Excel Microsoft Basic: PPT, Access, or Publisher Computer Literacy I Computer Literacy II	1.5
<b>Total Units</b> .....		<b>7</b>





ADMINISTRATIVE OFFICE MANAGEMENT *continued*

**Certificate of Specialization**

**Step 2 for AOM**

**Office Specialist Office Specialist (Step 2) Certificate of Specialization**

**Student Learning Outcomes**

By the completion of this Certificate of Specialization, the student will be able to complete the following duties or tasks:

- Use Microsoft Office applications Word, Excel, and PowerPoint, Access or Publisher at an intermediate proficiency level, especially Word
- Key (type) 40 words a minute
- Demonstrate knowledge of document formats, such as emails, letters, memos, etc.
- Show ability to analyze, evaluate, organize, maintain, and interpret information with regard to the content of the courses completed
- Apply English skills and competencies in written communications, such as emails, letters, memos, etc.
- Demonstrate competency in general audio-transcribing

	<b>Units</b>
Completion of Office Support Certificate or equivalent courses and	7
AOM186 Microsoft Advanced: Word & Excel	1.5
AOM187 Microsoft Advanced: PPT, Access, or Publisher	1.5
AOM190 Word In Depth	2
BUS120 English for the Professional	3
And any one of the following three:	
AOM015 Audio Transcribing: General	2
AOM019 Audio Transcribing: Allied Health	2
AOM030 Audio Transcribing: Legal	2
<b>Total Units</b> .....	<b>17</b>

**Certificate of Achievement**

**STEP 3 for AOM**

**Administrative Office Management Administrative**

**Professional (Step 3) Certificate of Specialization (same as major certificate)**

**Student Learning Outcomes**

By the completion of this Certificate of Specialization, the student will be able to complete the following duties or tasks:

- Use Microsoft Office applications Word, Excel, and PowerPoint, Access or Publisher at an intermediate proficiency level, especially Word
- Key (type) 40 words a minute
- Demonstrate knowledge of document formats, such as emails, letters, memos, etc.
- Show ability to analyze, evaluate, organize, maintain, and interpret information with regard to the content of the courses completed
- Apply English skills and competencies in written communications, such as emails, letters, memos, etc.
- Demonstrate competency in general audio-transcribing
- Perform general office tasks with little or no supervision
- Demonstrate professional demeanor
- Show ability to analyze, evaluate, organize, maintain, and interpret information
- Work well with others, which includes demonstrating flexibility and ethical behavior

	<b>Units</b>
Completion of Office Professional Certificate or equivalent courses and Any one of the following three:	17
AOM180 Professional Office Procedures	3
AOM182 Medical Office Procedures	3
BUS113 Law Office Procedures	3
<b>AND</b>	
BUS100 Introduction to Business	3
BUS102 Financial Accounting (recommended)	4
<b>OR</b>	
BUS132 Bookkeeping	3
<b>AND</b>	
BUS116 Human Relations in Business	3
CWEE 102AD or	
CWEE 122AD Occupational Work Experience	1
Elective Minimum of 2 units of elective course(s)	2
<b>Total Units</b> .....	<b>32-33</b>

**Highly Recommended Electives:**

BUS 115 Business Law	3
BUS 117 Codes and Ethics	1
AOM 118 Medical Terminology	3
CSCI 102 Intro to Computer Science	3

**Other electives may include:**

- AOM courses not listed above
- BUS courses not listed above
- CSCI courses not listed above

The degree program includes all the courses in the 3 certificates, plus general education requirements and the required electives.



ADMINISTRATIVE OFFICE MANAGEMENT *continued*

**Legal Office Assistant  
Certificate Of Specialization**

The Legal Office Assistant Certificate of Specialization provides students with skills and competencies necessary for preparation for a position as support staff in a law office. The courses provide a range of abilities that make entry to law office employment possible. Most of the classes may be part of a paralegal program.

**Legal Office Assistant Certificate of Specialization  
Student Learning Outcomes**

By the completion of this Certificate of Specialization, the student will be able to perform administrative responsibilities as a member of a support staff in a legal/law office environment.

**The duties or tasks include the following:**

- Use Microsoft Office applications, especially Word and Excel
- Apply English skills and competencies in written communications, such as emails, letters, memos, etc.
- Perform general office tasks with little or no supervision
- Demonstrate professional demeanor
- Show ability to analyze, evaluate, organize, maintain, and interpret information
- Work well with others, which includes demonstrating flexibility and ethical behavior

**Certificate Requirements**

	<b>Units</b>
<b>Choose one (1) of the following three (3) courses:</b>	
ADMJ 204 Criminal Law and Procedures	3
<b>OR</b>	
ADMJ 206 Current Issues	3
<b>OR</b>	
BUS 115 Business Law	3
AOM 184 Microsoft Office Basic: Word & Excel	1.5
AOM 185 Microsoft Office Basic: PPT, Access, or Publisher	1.5
AOM 030 Audio Transcribing and Terminology: Legal	2
BUS 113 Law Office Procedures	3
BUS 120 English for the Professional	3
CWEE 102AD Occupational Work Experience	1
<b>Total requirements .....</b>	<b>15</b>

**Suggested Optional Courses for Any Certificate**

BUS 132 Bookkeeping	3
BUS 102 Financial Accounting	4
BUS 162 Computer Literacy I	1.5
BUS 164 Computer Literacy II	1.5
AOM 190 Word Processing: MS Word in Depth	2
AOM 186 MS Office Professional Advanced: Word & Excel	1.5

**Medical Office Assistant  
Certificate of Completion**

The health care industry is experiencing change and expansion. The Medical Office Assistant Certificate of Specialization provides immediate entry level skills and competencies necessary to perform administrative responsibilities as a member of a support staff in an allied health profession office environment. Most of the courses are offered each semester.

**The duties or tasks include the following:**

- Use Microsoft Office applications, especially Word and Excel
- Apply English skills and competencies in written communications, such as emails, letters, memos, etc.
- Perform general office tasks with little or no supervision
- Demonstrate professional demeanor
- Show ability to analyze, evaluate, organize, maintain, and interpret information
- Work well with others, which includes demonstrating flexibility and ethical behavior

		<b>Units</b>
BUS 120	English for the Professional	3
AOM 019	Audio Transcribing: Allied Health	2
AOM 118	Medical Terminology	3
AOM 182	Medical Office Procedures	3
AOM 184	Microsoft Office Basic: Word & Excel	1.5
AOM 185	Microsoft Office Basic: PPT, Access, or Publisher	1.5
CWEE 122AD	Occupational Work Experience	1
<b>Total requirements .....</b>		<b>15</b>

**Personal Computer - Office Suite Applications  
Certificate of Completion  
Student Learning Outcomes**

By the completion of this Certificate of Specialization, the student will be able to perform skills and competencies using Microsoft Office applications at an intermediate level for any office/workplace environment.

**The duties or tasks include the following:**

- Use Microsoft Office applications, especially Word and Excel at a level that requires little or no supervision
- Apply correct document formats in written communication, such as emails, letters, memos, etc.
- Show ability to analyze, evaluate, organize, maintain, and interpret information using the software applications
- Demonstrate flexibility in working with a variety of documents

		<b>Units</b>
AOM 184	Microsoft Office Basic: Word & Excel	1.5
AOM 185	Microsoft Office Basic: PPT, Access, Publisher	1.5
AOM 186	Microsoft Office Advanced: Word & Excel	1.5
AOM 187	MS Office Advanced: PPT, Access, or Publisher	1.5
AOM 190	Word Processing: Microsoft Word in Depth	2
<b>Total requirements .....</b>		<b>8</b>

Faculty Advisor: Judith Andrews, jandrews@frc.edu, (530)283-0202, ext. 245

## AGRICULTURE DEPARTMENT

### Agriculture, Equine Studies And Rodeo Programs

The Feather River College Agriculture Department specializes in teaching general agriculture, equine and rodeo skills to provide students with a hands-on agriculture education at a state-of-the-art facility. Students can gain both an associate of science degree and/or a certificate of completion in several areas in the field of Agriculture with an emphasis on the equine industry. These degrees will prepare Agriculture graduates for a variety of employment prospects and the opportunity to transfer to a four-year university.

#### Agriculture Program Level Student Learning Outcomes

##### Upon degree completion, graduates will acquire the following:

- Theoretical knowledge, practical experience, and skills of modern procedures reflecting the technology and science based nature of agriculture and animal resource management
- Knowledge of concepts and theories with a balance between production and protection of soil, plant, and animal resources
- Ability to analyze data and solve problems related to the agricultural field
- Proficiency in critical reading, writing, and oral language skills in the agriculture occupational context
- Ability to enter employment in a field that is agriculture related or transfer to a College of Agriculture at a four-year University

Highlights of the Agriculture Department include guest clinicians, a championship rodeo team, and annual horse production sale. Our horse training philosophy comes from a variety of true horsemen. Guest lecturers and clinicians have added to our instruction in the past, including Jack Brainard, Tom Dorrance, Ray Hunt, Les Vogt, Gene Armstrong, and Bryan, Jim, and Luke Neubert.

The Feather River College Rodeo Program's five years in the West Coast Region of the National Intercollegiate Rodeo Association have been very successful, both in the arena and the classroom. The team boasts over 60 members annually and has been the West Coast Regional Champion for the past two years. The team has had two student representatives on the National Board of Directors for Intercollegiate Rodeo. Student athletes' GPAs have stayed above a 3.1 for the past three years. The student athletes compete in the following events: bull riding, team roping, breakaway roping, tie-down roping, saddle bronc riding, bareback riding, steer wrestling, goat tying, and barrel racing.



The Equine Studies Program has held a Production Horse Sale annually for the past 12 years. The sale features horses that were raised by or donated to the Feather River College Foundation and trained by our talented students. This special Agriculture Department event is the ultimate student learning outcome, demonstrating the accumulation of skills and knowledge of the equine curriculum. A versatility competition is incorporated into the preview of the sale horses. Students show the horses through an obstacle course, working cattle and performing a reining pattern, and are judged on conformation and presentation. Eric Duarte assists FRC with his auctioneering skills while horses are brought into the sale pen and sold to the highest bidder. Recently, the horse sale has been broadcast live on the Internet, which has enabled spectators to watch the sale and place bids while online.

### Agriculture-University Studies Degree

General Education - 45 units  
Agriculture Major - 18 units  
**Total AS Requirements - 63 units**

#### General Education

Students should consult with the Feather River College (FRC) Agriculture Department Chair in preparing a FRC Student Education Plan to ensure the Student Education Plan will satisfy certification, degree, and/or transfer requirements. It may be beneficial to contact the four-year institution where the student intends to transfer to determine accurately the ideal course of action to earn a bachelor's degree. The following General Education courses are required for the FRC Agriculture-University Studies Associate of Science Degree. However, students should discuss their proposed schedules with an academic advisor. Students may substitute courses not listed below to satisfy transfer requirements to other specific four-year institutions upon the recommendation of the academic advisor.

	<b>Units</b>
<b>Area 1: English Communication</b>	<b>9</b>
ENGL 101            Composition and Reading I	3
ENGL 103            Critical Thinking and Writing	3
ENGL 120            Speech	3
<b>Area 2: Mathematical Concepts and Quantitative Reasoning</b>	<b>7</b>
MATH 110            College Algebra <b>AND/OR*</b>	4
MATH 202            Elementary Statistics	3
AGAB 150            Agriculture Computer Applications	3
*Both Algebra and Statistics are recommended for Cal Poly SLO.	
<b>Area 3: Art and Humanities</b>	<b>9</b>
ART 100              Art Appreciation	3
ENGL 128              Film Appreciation	3
PHIL 100              Introduction to Philosophy	3
<b>Area 4: Social and Behavioral Sciences</b>	<b>9</b>
BUS 106              Principles of Economics Macro	3
HIST 108              The United States to 1877 <b>OR</b>	3
HIST 110              The United States from 1877	3
POL 101              Government and Politics in the United States	3
<b>Area 5: Physical and Biological Sciences</b>	<b>8</b>
BIOL 100              Concepts in Biology <b>OR</b>	4
BIOL 102              Cell and Molecular Biology	4
CHEM 102              General Inorganic Chemistry I with Lab	4
<b>Area 6: Lifelong Understanding and Self-Development</b>	<b>3</b>
PSY 102              Introductory Psychology	3



AGRICULTURE DEPARTMENT *continued*

**Agriculture Majors**

Choose a total of 12 units from one of the two areas of emphasis to complete your major requirements:

		<b>Units</b>
<b>General Agriculture</b>		
AGMA 108	Tractor Operation	3
AGAB 110	Introduction to Agriculture Business	3
AGAB 112	Agriculture Sales & Communication	3
AGMA 146	Introductory AG Structural Technology	3
AGMA 160	Introduction to Mechanized Agriculture	3
AGPS 210	Introduction to Soil Science	3
<b>Agricultural Science</b>		
AGAS 120	Introduction to Animal Science	3
AGAS 125	Animal Feeds and Nutrition	3
AGPS 210	Introduction to Soil Science	3
AGEQ 102	Elements of Horse Production	3
AGEQ 103	Western Equitation I	2
AGEQ 104	Horse Conformation	1
AGEQ 105	Elements of Horse Training	1
AGEQ 106	Western Equitation II	2
AGEQ 205	Training Young Horses Under Saddle	2

**Recommended Agriculture Electives**

Choose a minimum of 6 units from any of the courses listed in the Agriculture Majors or the following electives to complete your major requirements or any other General Education courses to fulfill transfer requirements to a four-year institution:

AGMA 140	Beginning Agriculture Metal Fabrication	3
BIOL 104	Animal Biology, Evolution, & Ecology	4
BIOL 106	Plant Biology, Evolution & Ecology	4
BIOL 210	General Microbiology	4
BUS 115	Business Law	3
BUS 102	Financial Accounting	4
CHEM 106	Introduction to Organic Chemistry with Lab	4
AGEQ 140	Introduction to Equine Behavior & Training	2
AGEQ 141	Equine Behavior & Training	2
AGEQ 214	Handling & Care of the Foal, Weanling & Yearling Horse	1
HLTH 100	Principles of Healthful Living	3
HIST 102**	Western Civilization – Early	3
HIST 104**	Western Civilization – Modern	3
MATH 108**	Introduction to Trigonometry	1

\*\*Required by UNR. Please consult academic advisor.

**Agriculture-Certificate Of Specialization**

Students preparing for immediate entry into agricultural occupations will find practical hands-on courses designed to assist them in achieving their occupational goals.

**General Agriculture**

Introduction to Various Topics for Employment in Various Agriculture Occupations

<b>Required</b>		<b>Units</b>
AGAB 110	Introduction to Agricultural Business	3
AGAS 120	Principles of Animal Science	3
AGAB 88	Ranch Management	2.5
AGAB 150	Computer Applications in Agriculture	3

**Choose two of the following:**

AGMA 108	Tractor Operation	3
AGPS 210	Introduction to Soil Science	3
AGMA 160	Introduction to Mechanized Agriculture	3
AGMA 84	Ranching Operations: Fencing/Irrigation	3
AGMA 146	Intro to Agricultural Structures Technology	3
AGMA 140	Beginning Agriculture Metal Fabrication	3
BUS 130	Small Business Management	3
AGMA 116	Ag Welding	3

**Total Requirements..... 16.5-17.5**

**Ranch Technology**

Practical Technical Skills For Application and Employment in Ranching Occupations

		<b>Units</b>
AGAB 088	Ranch Management	2.5

**Choose 4 of the following:**

AGMA 160	Introduction to Mechanized Agriculture	3
AGMA 108	Tractor Operation	3
AGAB 150	Computer Applications in Agriculture	3
AGMA 140	Beginning Agriculture Metal Fabrication	3
AGMA 084	Ranching Operations: Fencing/Irrigation	3
AGMA 146	Intro to Agriculture Structures Technology	3

**Total Certificate Requirements..... 17.5**

AGRICULTURE DEPARTMENT *continued*

**Equine Studies Associate Of Science**

The courses offered in Equine Studies are designed to prepare students for a variety of professions in the horse industry and to transfer to a higher institution. Students preparing for immediate entry into a horse career will find practical hands-on courses designed to assist them in achieving their occupational goals. Through study and applied practice, students prepare for careers in four basic Equine Studies concentrations: Pack Skills, Ranch Skills, Horse Training Skills, and Rodeo Skills.

<b>Associate Of Science Degree Requirements</b>	<b>Units</b>
Major Requirements	30
Minimum FRC General Education Requirements	24
General Elective Course Units	6
<b>Total Degree Requirements</b> .....	<b>60</b>
<b>Required Courses For Major</b>	
AGAS 164 Animal Behavior	3
AGEQ 006 Elements of Horseshoing	1
AGEQ 009 Fundamental Draft Horse Driving	1
AGEQ 102 Elements of Horse Production	3
AGEQ 103 Western Equitation I	
OR	2
AGEQ 182 Intercollegiate Rodeo	
AGEQ 104 Horse Conformation	1
AGEQ 105 Elements of Horse Training	1
AGEQ 106 Western Equitation II	2
AGEQ 140 Intro to Equine Behavior & Training	2
AGEQ 141 Equine Behavior & Training	2
AGEQ 205 Training Young Horses Under Saddle	2
AGEQ 214 Handling & Care of the Foal, Yearling & Weanling Horse	1
<b>Total Core Requirements</b>	<b>21</b>
Major Electives	2
Concentrations (choose one area below)	7
<b>Total Major Requirements</b> .....	<b>30</b>

**Equine Studies Concentrations**

Choose from one of the four following concentrations to complete your major requirements:

<b>PACK SKILLS</b>		<b>Units</b>
AGEQ 107	Elements of Pack Station & Stable Operations	3
AGEQ 108	Pack Station & Stable Operations Field Experience	2
AGEQ 208	Advanced Pack Station & Stable Operations Field Experience	2
<b>RANCH SKILLS</b>		
AGEQ 210	Introduction to Ranch Work with Horses	2
AGEQ 212	Applied Ranch Skills with Horses	2
AGEQ 212	Applied Ranch Skills with Horses	2
AGEQ 225	Advanced Horse Training	1
<b>HORSE TRAINING SKILLS</b>		
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 225	Advanced Horse Training	1
<b>RODEO SKILLS</b>		
AGEQ 180	Rodeo Skills & Techniques - Men	
OR		2
AGEQ 181	Rodeo Skills & Techniques - Women	
AGEQ 182	Intercollegiate Rodeo	2
AGEQ 184	Advanced Intercollegiate Rodeo	2
AGEQ 186	Rodeo Production	1
<b>RECOMMENDED MAJOR ELECTIVES</b>		<b>Units</b>
AGEQ 299	Special Projects in Equine Studies	1-4
AGAB 088	Ranch Management	2.5
AGAB 110	Introduction to Agricultural Business	3
AGAB 112	Agriculture Sales and Communication	3
AGAS 120	Principles of Animal Science	3
AGAS 125	Animal Feeds & Nutrition	3
AGAB 150	Computer Applications in Agriculture	3
BUS 130	Small Business Management	3
HLTH 105	First Aid & Safety	1

**OR**

Any other Agriculture courses to fulfill credit requirements or General Education courses needed to fulfill transfer requirements to a four-year academic institution.



AGRICULTURE DEPARTMENT *continued*

**Equine Studies  
Certificates Of Achievement & Specialization**

No more than 25% of the units applied to an AGEQ Certificate of Achievement and Completion can be transferred from another college. The student must maintain a minimum cumulative grade point average (GPA) of 2.0 for Certificates of Achievement and Completion. Receiving a certificate does not imply that a graduation requirement has been met.

**Pack Skills  
Certificate of Achievement**

		<b>Units</b>
AGEQ 006	Elements of Horseshoing	1
AGEQ 009	Fundamental Draft Horse Driving	1
AGEQ 102	Elements of Horse Production	3
AGEQ 103	Western Equitation I	2
AGEQ 104	Horse Conformation & Judging	1
AGEQ 105	Elements of Horse Training	1
AGEQ 106	Western Equitation II	2
AGEQ 107	Elements of Pack Station & Stable Operations	3
AGEQ 108	Pack Station & Stable Operations Field Exp.	2
AGEQ 140	Introduction to Equine Behavior & Training	2
AGEQ 141	Equine Behavior & Training	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 214	Handling & Care of Foal, Yearling & Weanling Horse	1
AGEQ 225	Advanced Horse Training	1
Electives	Select 4 units from Electives list	4
<b>Total requirements.....</b>		<b>30</b>

**Ranch Skills  
Certificate of Achievement**

		<b>Units</b>
AGEQ 006	Elements of Horseshoing	1
AGEQ 009	Fundamental Draft Horse Driving	1
AGEQ 102	Elements of Horse Production	3
AGEQ 103	Western Equitation I	2
AGEQ 104	Horse Conformation & Judging	1
AGEQ 105	Elements of Horse Training	1
AGEQ 106	Western Equitation II	2
AGEQ 140	Introduction to Equine Behavior & Training	2
AGEQ 141	Equine Behavior & Training	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 210	Introduction to Ranch Work	2
AGEQ 212	Applied Ranch Skills	2
AGEQ 214	Handling & Care of Foal, Yearling & Weanling Horse	1
AGEQ 225	Advanced Horse Training	1
Electives	Select 5 units from Electives list	5
<b>Total requirements.....</b>		<b>30</b>

**Horse Training Skills  
Certificate of Achievement**

		<b>Units</b>
AGEQ 006	Elements of Horseshoing	1
AGEQ 009	Fundamentals of Draft Horse Driving	1
AGEQ 102	Elements of Horse Production	3
AGEQ 103	Western Equitation I	2
AGEQ 104	Horse Conformation & Judging	1
AGEQ 105	Elements of Horse Training	1
AGEQ 105	Elements of Horse Training	1
AGEQ 106	Western Equitation II	2
AGEQ 140	Introduction to Equine Behavior & Training	2
AGEQ 141	Equine Behavior & Training	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 214	Handling & Care of Foal, Yearling & Weanling Horse	1
AGEQ 225	Advanced Horse Training	1
AGEQ 225	Advanced Horse Training	1
Electives	Select 7 units from Electives list	7
<b>Total requirements.....</b>		<b>30</b>

**Rodeo Skills  
Certificate of Achievement**

		<b>Units</b>
AGEQ 006	Elements of Horseshoing	1
AGEQ 102	Elements of Horse Production	3
AGEQ 104	Horse Conformation & Judging	1
AGEQ 105	Elements of Horse Training	1
AGEQ 182	Intercollegiate Rodeo	2
AGEQ 184	Advanced Intercollegiate Rodeo	2
AGEQ 140	Introduction to Equine Behavior & Training	2
AGEQ 141	Equine Behavior & Training	2
AGEQ 180	Rodeo Skills & Techniques - Men	
<b>OR</b>		
AGEQ 181	Rodeo Skills & Techniques - Women	4
AGEQ 186	Rodeo Production	1
AGEQ 205	Training Young Horses Under Saddle	2
AGEQ 214	Handling & Care of Foal, Yearling & Weanling Horse	1
Electives	Select 7 units from Electives list	7
<b>Total requirements.....</b>		<b>30</b>



AGRICULTURE DEPARTMENT *continued*

**Equine Studies**  
**Certificates Of Achievement And Specialization**

**Ranch Skills Short Course**  
**Certificate Of Specialization**

This five-week summer course uses a practical approach to teaching horseback ranching skills, hands-on roping, riding, and working cattle through lecture, discussions, demonstrations, and working experience. Course content includes material on guest/cattle ranch operations, organizing activities, accommodations, and guest care. Whether you're a novice or spend hours in the saddle, FRC's ranch skills course is an excellent learning experience.

<b>AGEQ 175,</b>	<b>RANCH SKILLS SHORT COURSE</b>	<b>(10 UNITS)</b>
Students will receive credit for each of the following courses included in AGEQ 175:		
AGEQ 103	Western Equitation I	2
AGEQ 105	Elements of Horse Training	2
AGEQ 210	Intro to Ranch Work with Horses	2
AGEQ 212	Applied Ranch Skills with Horses	2
AGEQ 225	Advanced Horse Training	2
<b>Total requirements</b> .....		<b>10</b>



**ART**

The Art Program provides courses for students seeking an Associate Degree in Art as a terminal degree, students transferring to continue their art studies at a four-year institution or art institute, students entering the professional art world and art education, and for general interest students and community members who want to develop skills in art practice and the understanding of art. Courses are offered in drawing, painting, figurative work, 2D and 3D design, photography, printmaking, art history and appreciation, color theory, 3D artforms, and the business of art.

**Art Program Level**  
**Student Learning Outcomes**

*Students graduating with an AA Degree in Art will:*

- Have basic skill set for the practice of art in one or more sub-disciplines:
  - Drawing
  - Painting
  - Photography
  - Design
- Have a basic understanding of Western and Non-Western art history, aesthetics, and art criticism
- Have a developed sense for creative expression, technical skill building, conceptual development, and visual analysis

**Required Courses for Major**

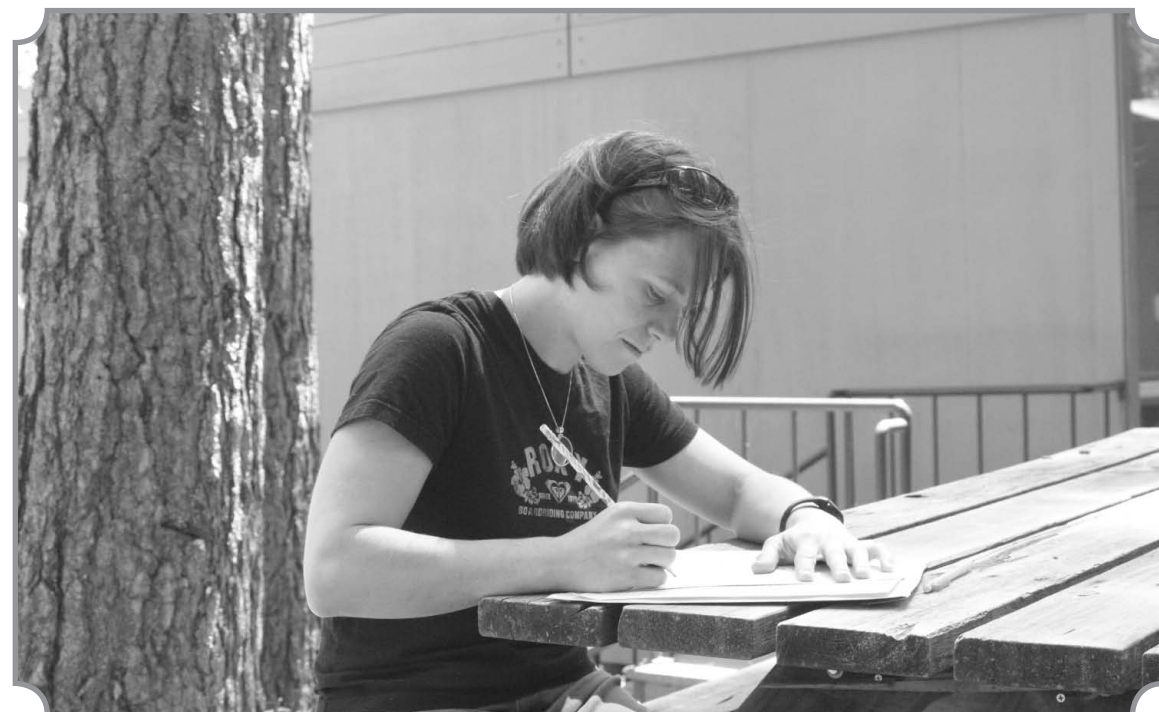
	<b>Units</b>
<b>Core required art studio courses</b>	<b>12</b>
ART116 Drawing I	3
ART107 2-Dimensional Design	3
ART109 3-Dimensional Design	3
ART126 Fundamentals of Color	3
<b>Core required art lecture courses: Total 6 units from courses listed below:</b>	
ART172 World Art History to 1500	3
ART174 World Art History since 1500	3
ART100/HUMN 100 Art Appreciation	3
ART166 Art of the Modern Period	3
ART170 Art of Asia	3
<b>Total core requirements</b> .....	<b>18</b>

---- > *Required Courses for Art Continued on Next Page*

ART *continued*

<b>Please select 6 or more units from the courses below</b>		<b>Units</b>
ART117	Drawing II	3
ART118AB	Expressive Drawing	3
ART120	Pastel Painting	2
ART 128	Beginning Printmaking	3
ART132AC	Life Drawing I	3
ART134AD	Life Drawing II	3
ART122AD	Painting I	3
ART124AD	Painting II	3
ART136 AC	Life Painting I	3
ART138 AD	Life Painting II	3
ART150	Beginning Photography	2
ART151 AB	Intermediate Photography	3
ART152 AD	Open Photo Lab (transferable)	.5-2
ART140 AC	Sculpture I	3
ART142 AC	Sculpture II	3
ART144 AC	Ceramics I	3
ART146 AD	Ceramics II	3
ART176	Beginning Illustration	3
ART201	Business of Art	3
ART 291	Directed Study	1-5
<b>Total Units for major .....</b>	<b>24</b>	

Up to 3 units of course work in the Art Major can be counted toward Area C for General Education.



BIOLOGY

The Biology (BIOL) Program is primarily designed for students who intend to transfer into any biology-related track at a four-year college or university or for students considering transfer to a nursing or pre-medical program. The curriculum is organized so that courses will readily transfer to the UC and CSU system. The program gives students the necessary biology major transfer credits, but is flexible enough to let students choose and integrate informal areas of emphasis, such as a premedical curriculum, cell and molecular biology, organismal biology and resource, and environmental biology into an individualized and varied lower division biology program.



**Biology Program Level Student Learning Outcomes**

- Students will be able to apply the biological concepts of structure and function, organization, cellular processes, genetics, as well as ecology and evolution at all levels (molecular, cellular, and organismal) and across the lineages of the Tree of Life.
- Students will be able to compare and contrast features of living systems with respect to their common evolutionary origin as well as with respect to evolutionary differences.
- Students will gain a fundamental understanding of how to apply the Scientific Method of investigation to hypothesis generation, testing, analysis and communication, and develop basic laboratory and field skills.

**Required Courses for Major**

<b>Core Courses</b>	<b>Units</b>
BIOL 102 Biochemistry, Cell & Molecular Biology & Genetics	4
BIOL 104 Animal Biology, Evolution & Ecology	4
BIOL 106 Plant Biology, Evolution & Ecology	4
One course from Elective List 1	3-4
Two courses from Elective List 2	8
Math 202 Elementary Statistics	4
<b>Total Requirements.....</b>	<b>27-28</b>



**BIOLOGY** *continued*

**Elective Courses for Major**

<b>Elective list 1</b>	<b>Choose 1 course for major from this list</b>	<b>Units</b>
BIOL 110	Human Anatomy	4
BIOL 112	Human Physiology	4
BIOL 210	General Microbiology	4
ENVR/FORS 152	Dendrology	3
BIOL/ENVR 120	Sierra Nevada Natural History	3
ENVR 142	Introduction to Environmental Science	3
ENVR/WILD 100	Introduction to Wildlife Biology	3

**Elective List 2 Choose 2 courses for major from this list.**

(Students planning to transfer as Biology majors are strongly encouraged to check the biology transfer requirements for the institution they want to attend after FRC and choose from this list accordingly.)

CHEM 102	General Chemistry 1	4
CHEM 104	General Chemistry 2	4
CHEM 106	Introduction to Chemistry	4
MATH 218	Calculus I	5
MATH 220	Calculus 2	5
PHYS 102	General Physics I	4
PHYS 104	General Physics II	4
HIST 150	Environmental History	3
English 180	Nature Literature in America	3

Note: MATH 110 or higher is necessary for transfer to most four-year programs.

**Elective List 3 Choose 14-15 units for Biology Electives from Elective Lists 1-3**

FASC 170	Introduction to Nutrition	3
PE133	Introduction to Kinesiology	3
BIOL 164	Introduction to Animal Behavior	3
GEOL 102	Physical Geology	3
GEOL 104	Physical Geography	3
ENVR 210	Introduction to Soil Science	3
ANTH 120	Physical Anthropology	4
ENVR/FORS 101	Introduction to Forestry	4
WILD 221	Wildlife Diversity and Field Techniques	4
ENVR 250	Fisheries Culture	3
ENVR 150	Ecosystem Inventory and Measurements	2
ENVR 160	Watershed Protection and Restoration	3

**Associate in Science Degree Requirements**

<b>Major requirements</b>		<b>27-28</b>
FRC General Education requirements	18	
Electives (from elective list 3 or any discipline)	14-15	
<b>Total associate degree requirements</b>	<b>59-61</b>	

**BUSINESS**

The Business (BUS) Program provides a general and practical foundation for a wide range of career opportunities in business. It also provides a course of study that prepares students for transfer to a four-year college or university. The curriculum is designed to help students develop business knowledge and managerial skills beneficial to them and meaningful to employers.

**Business Program Level Student Learning Outcomes**

Upon degree or certificate completion, students will be able to demonstrate the following competencies:

- **Resources:** Identifies, organizes, plans, and allocates the resources of time, money, material and facilities, and human resources.
- **Interpersonal:** Work well with others by participating as a member of a team, teaching others new skills, serving clients and customers, demonstrating leadership, negotiating, and working with diversity
- **Information:** Acquires and uses information by evaluating, organizing, maintaining, interpreting, managing, and communicating and accounting for information as well as using computers and processing information.
- **Systems:** Understand complex inter-relationships that include the ability to understand systems, such as how social, organizational, financial, technological, and marketing systems work, and be able to operate effectively with them; monitors and corrects performance, such as distinguishing trends and predicting impacts on systems operations; improves or designs systems, such as suggesting modifications to existing systems
- **Technology:** Work with a variety of technologies that include selecting, applying, and/or maintaining and trouble shooting equipment.

**Required Courses for Major**

		<b>Units</b>
BUS 100	Introduction to Business	3
BUS 102	Financial Accounting	4
BUS 104	Managerial Accounting	4
BUS 106	Principles of Economics: Macro	3
BUS 108	Principles of Economics: Micro	3
BUS 115	Business Law	3
BUS 116	Human Relations in Business	3
BUS 140	Marketing	3
BUS 170	Spreadsheet Training: Excel	1.5
Electives	3 units major-specific electives	3
AOM 184	MS Office Basic: Word and Excel	1.5
AOM 185	MS Office Basic: PowerPoint and Access	1.5
<b>Total requirements</b>		<b>33.5</b>

**Elective Courses for Major**

BUS 110	Payroll Accounting	3
BUS 117	Codes and Ethics	1
BUS 118	Personal Finance	3
BUS 120	English for the Professional	3
BUS 130	Small Business Management	3
BUS 132	Bookkeeping	3
BUS 142	Advertising*	3
BUS 162	Computer Literacy I (can substitute for AOM 184)	1.5
BUS 164	Computer Literacy II (can substitute for AOM 185)	1.5
CWEE 452.01	Work Experience	1-4
MATH 202	Elementary Statistics	4

\*offered once every 2 years \*\* offered infrequently



**BUSINESS** *continued*

<b>Recommended General Education Courses</b>		<b>Units</b>
ENG 119	Interpersonal Communication	3
MATH 202	Statistics.	4

**Associate in Arts Degree Requirements**

Major requirements	33.5
FRC General Education requirements	24
Electives (from any discipline)	3
<b>Total requirements</b>	<b>60.5</b>

Certificate of Specialization (see next page)	6-17.5
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**Business Education Department - Classes offered for certificates**

BUS 100 Introduction to Business	BUS 118 Business Finance
BUS 102 Financial Accounting	BUS 130 Small Business Management
BUS 104 Managerial Accounting	BUS 132 Bookkeeping
BUS 106 Principles of Economics: Macro	BUS 140 Marketing
BUS 108 Principles of Economics: Micro	BUS 142 Advertising
BUS 110 Payroll Accounting	BUS 116 Human Relations in Business
BUS 170 Spreadsheet Training: Excel	



**Certificates Of Specialization**

**BUSINESS CERTIFICATES OF COMPLETION**

<b>ACCOUNTING</b>	<b>UNITS</b>
Financial Accounting	4
Managerial Accounting	4
<b>Total for Certificate</b>	<b>8</b>

<b>SMALL BUSINESS</b>	<b>UNITS</b>
Small Business Management	3
Any 1: Marketing Advertising	3
<b>Total for Certificate</b>	<b>6</b>

<b>MARKETING</b>	<b>UNITS</b>
Marketing	3
Advertising	3
<b>Total for Certificate</b>	<b>6</b>

<b>MANAGEMENT</b>	<b>UNITS</b>
Human Relations in Business	3
Introduction to Business or Small Business Management	3
<b>Total for Certificate</b>	<b>6</b>

<b>FINANCE</b>	<b>UNITS</b>
Personal Finance	3
Financial Accounting or Bookkeeping	4
<b>Total for Certificate</b>	<b>6 - 7</b>

<b>ECONOMICS</b>	<b>UNITS</b>
Macroeconomics	3
Microeconomics	3
<b>Total for Certificate</b>	<b>6</b>

**BUSINESS CERTIFICATES OF ACHIEVEMENT**

<b>ACCOUNTING MANAGEMENT</b>	<b>UNITS</b>
Financial Accounting	4
Managerial Accounting	4
Payroll Accounting	3
Spreadsheet	1.5
<b>Total for Certificate</b>	<b>12.5</b>

<b>SMALL BUSINESS MANAGEMENT</b>	<b>UNITS</b>
Small Business Management	3
Financial Accounting or Bookkeeping	4
Human Relations in Business	3
Marketing	3
Business Law	3
Spreadsheet	1.5
<b>Total for Certificate</b>	<b>16.5-17.5</b>

<b>BUSINESS MANAGEMENT</b>	<b>UNITS</b>
Financial Accounting	4
Economics: Macro or Microecon	3
Business Law	3
Human Relations in Business	3
Marketing	3
<b>Total for Certificate</b>	<b>16</b>

<b>GENERAL BUSINESS</b>	<b>UNITS</b>
Financial Accounting	3
Managerial & Accounting	3
Macroeconomics	3
Microeconomics	3
Business Law	3
<b>Total for Certificate</b>	<b>17</b>

EDUCATION

**Early Childhood Education**

The Early Childhood Education (ECE) Program provides an academic and experiential foundation offering students a broad range of career options in the field. Students will study child development in the context of the family and the community, as well as best practices for teaching and learning. Observation and participation opportunities allow students to apply their emerging skills under the supervision of select teachers and mentors in both public and private settings, including the Child Development Center on campus.

The ECE Program offers an AA degree program, transfer opportunities to four-year institutions, and several certificate options. An occupational course of study prepares students to work with children from birth through age 8 in a variety of settings. Positions are available nationwide in preschools, child care facilities, private homes, recreation programs, and human service agencies. Continuing education is available for child care providers, teachers, and parents.

Students are encouraged to work closely with a program advisor to determine which options best meet their career and educational goals.

**Early Childhood Education Program  
Student Learning Outcomes**

*At the time of completion in the program, the student will be able to:*

- Integrate understanding of the needs, the characteristics, and multiple influences on the development of children birth to age eight as related to high quality care and education of young children
- Design, implement, and evaluate environments and activities that support positive developmental play and learning outcomes for young children
- Establish and maintain safe and healthy learning environments for young children
- Assess the development of young children using authentic assessment tools and use the data to plan appropriate environments and activities based on the developmental needs of the children
- Apply effective guidance, problem solving, and interaction strategies that support children’s social learning, identity, and self-confidence
- Demonstrate linguistically and culturally relevant, inclusive, and anti-bias practices in working with children and families
- Develop strategies that promote partnerships between programs, teachers, families, and their communities.
- Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge, and commitment regarding the ECE profession.



**Required Courses for Major**

<b>A. Must complete the following core courses:</b>		<b>Units</b>
ECE 150	Observation and Assessment	3
ECE 152	Introduction to Curriculum	3
ECE 153	Child, Family, Community	3
ECE 157	Principles and Practices of Teaching Young Children	3
ECE 158	Practicum	3
ECE 159	Health, Safety, and Nutrition	3
ECE 160	Teaching in a Diverse Society	3
ECE 162	Child Growth and Development	3
<b>Total Units Core.....</b>		<b>24</b>

<b>B. Must complete the following required courses:</b>		
ECE 051	Administration of Programs for Young Children	
<b>OR</b>		
ECE 055	Supervision: Parent/Staff Relations	3
ECE 080	Pediatric First Aid/CPR	.5
ECE 098	Succeeding in an ECE Career	1.5
ECE 154	Creative Activities for Children	3
<b>Total Additional Requirements.....</b>		<b>8</b>

**C. Must complete a minimum of 4 units of ECE electives from the list below:**

Total ECE elective units	4
<b>Total required ECE units for degree .....</b>	<b>36</b>

**Elective Courses for Major**

ECE 040	Administering the Early Childhood Rating Scales	1
ECE 051	Administration of Programs for Young Children	3
ECE 055	Supervision: Parent/Staff Relations	3
ECE 061	Infant/Toddler Care and Development	3
ECE 063	Programs for School-Age Children	3
ECE 072	Science Curriculum for the Young Child	1
ECE 075	Math Curriculum for the Young Child	1
ECE 082	Child Health and Safety	.5
ECE 083	Children's Storytelling and Puppetry	1
ECE 085	Emerging Literacy Curriculum	1
ECE 087	Preschool English Language Learners	1
ECE 088	Quality Improvement in ECE Programs	1.5
ECE 140	Introduction to Special Education	3
ECE 156	Mentoring/Supervising Adults in the Classroom	2
ECE 166	Music with Children	3
ECE 291	Directed Study	1-6
ECE 299	Special Topics	.5-4
CWEE 120	Cooperative Work Experience ECE	1-4

EDUCATION *continued*

**Certificate of Specialization - Associate Teacher  
Student Learning Outcomes**

The student will be able to:

- Integrate understanding of the needs, the characteristics and multiple influences on the development of children birth to age eight as related to high quality care and education of young children.
- Design, implement, and evaluate activities that support positive, developmental play and learning outcomes for young children.

**Required courses:**

	<b>Units</b>
ECE 152 Introduction to Curriculum	
<b>OR</b>	
ECE 154 Creative Activities for Children	3
ECE 153 Child, Family, Community	3
ECE 157 Principles and Practices of Teaching Young Children	
<b>OR</b>	
ECE 158 Practicum	3
ECE 162 Child Growth and Development	3
<b>Total certificate requirement.....</b>	<b>12</b>

**Certificate of Specialization - Administration of ECE Programs  
Student Learning Outcomes**

The student will be able to:

- Plan programs for young children, including the development of a philosophy, budget, staffing pattern, and method of evaluation that meets licensing regulations and the diverse needs of families
- Develop clear policies and procedures for staff and parents of ECE programs
- Demonstrate effective coaching and mentoring strategies for the ECE classroom

**Required courses:**

ECE 051	Administration of Programs for Young Children	3
ECE 055	Supervision: Parent/Staff Relations	3
ECE 156	Mentoring and Supervising Adults in the Classroom	2
<b>Total requirements.....</b>		<b>8</b>

**Certificate of Achievement - Early Childhood Education  
Student Learning Outcomes**

The student will be able to:

- Integrate understanding of the needs, the characteristics and multiple influences on the development of children birth to age eight as related to high quality care and education of young children.
- Design, implement, and evaluate activities that support positive, developmental play and learning outcomes for young children.

<b>Major requirements only</b>	<b>36</b>
<b>Total certificate requirements.....</b>	<b>3</b>

**Certificate of Achievement - Teacher  
Student Learning Outcomes**

The student will be able to:

- Integrate understanding of the needs, the characteristics and multiple influences on the development of children birth to age eight as related to high quality care and education of young children.
- Design, implement, and evaluate activities that support positive, developmental play and learning outcomes for young children.

		<b>Units</b>
ECE 150	Observation and Assessment	3
ECE 152	Introduction to Curriculum	3
ECE 153	Child, Family, Community	3
ECE 157	Principles and Practices of Teaching Young Children	3
ECE 158	Practicum	3
ECE 159	Health, Safety, and Nutrition	3
ECE 160	Teaching in a Diverse Society	3
ECE 162	Child Growth and Development	3
<b>Total requirements.....</b>		<b>24</b>

**Certificate of Specialization for Master Teacher Permit  
Special Needs  
Student Learning Outcome**

- The student will be able to demonstrate a variety of strategies, activities, and accommodations for inclusive programs for young children.

ECE 140	Introduction to Special Education	3
ASL 130	Beginning American Sign Language I	
<b>OR</b>		
ASL 132	Beginning American sign Language II	3
<b>Total requirements.....</b>		<b>6</b>

**Certificate of Specialization for Master Teacher Permit  
School-Age Care  
Student learning Outcome**

- The student will be able to plan and implement appropriate activities and guidelines for programs for school-age children.

ECE 063	Programs for School-Age Children	3
ORL 120	Recreation Program Planning	3
<b>Total requirements.....</b>		<b>6</b>



EDUCATION *continued*

**Certificate of Specialization for Master Teacher Permit  
Creative Curriculum  
Student Learning Outcome**

- The student will be able to prepare, conduct, and evaluate age-appropriate activities that encourage creativity and promote divergent thinking.

Select 6 units from the following:

ECE 072	Science Curriculum for the Young Child	1
ECE 075	Math Curriculum for Young Children	1
ECE 083	Children's Storytelling and Puppetry	1
ECE 085	Emerging Literacy Curriculum	1
ECE 154	Creative Preschool Activities	3
ECE 166	Music for Children	3
<b>Total requirements.....</b>		<b>6</b>



**Minimum Requirements for Teachers  
(May be accepted by private facilities.)**

<b>Early Childhood Education classes</b>	<b>Units</b>
Experience	<b>12</b>
	Minimum of 3 hours per day of work with children for a minimum of 50 days in 6 months

**Recommended courses:**

ECE 153	Child, Family, and Community	3
ECE 152	Introduction to Curriculum	
<b>OR</b>		
ECE 154	Creative Activities for Children	3
ECE 162	Child Growth and Development	3
ECE 157	Principles and Practices in Teaching Young Children	
<b>OR</b>		
ECE 158	Practicum	3

**Recommended to meet additional Health and Safety Requirement:**

ECE 080	Adult/Pediatric CPR and Pediatric First Aid	.5
ECE 082	Child Health and Safety	.5

**Minimum Requirements for Directors  
(May be accepted by private facilities.)**

<b>Early Childhood Education classes</b>	<b>15</b>
Experience	Minimum 3 hours per day for 100 days a year in a licensed care center under director supervision
High School Grad or GED	4 years experience
Associate Degree in Early Childhood Education	2 years experience
Bachelor's Degree in Early Childhood Education	1 year experience

**Recommended courses:**

ECE 152	Introduction to Curriculum	
<b>OR</b>		
ECE 154	Creative Activities for Children	3
ECE 153	Child, Family, and Community	3
ECE 162	Child Growth and Development	3
ECE 051	Administration of Programs for Young Children	
<b>OR</b>		
ECE 055	Supervision: Parent/Staff Relations	3
ECE 157	Principles and Practices in Teaching Young Children	
<b>OR</b>		
ECE 158	Practicum	3

**Recommended to meet additional Health and Safety Requirement:**

ECE 080	Adult/Pediatric CPR and Pediatric First Aid	.5
ECE 082	Child Health and Safety	.5

**Early Childhood Education Permits**

(Required to work in state-funded facilities)

Requirements vary for Assistant, Associate Teacher, Teacher, Master Teacher and Site Supervisor

**Recommended core courses:**

		<b>Units</b>
ECE 153	Child, Family, and Community	3
ECE 162	Child Growth and Development	3
Variable	Programs/Curriculum (See your advisor...)	6

ECE = Early Childhood Education

CD = Child Development

<b>Title</b>	<b>Education Requirement</b>	<b>Experience Requirement</b>	<b>Alternative Requirement</b>
<b>Assistant (optional)</b>	6 units of ECE/CD	None	Accredited HERO Program (including ROP); or CTC approved training
<b>Associate Teacher</b>	12 units of ECE/CD (including core)	50 days of 3+ hours per day within 2 years	Child Development Associate (CDA) Credential; or CTC approved training
<b>Teacher</b>	24 units of ECE/CD (including core) 16 GE units	175 days of 3+ hours per day within 4 years	AA or higher in ECE or related field with 3 semester units of supervised field experience in ECE setting; or CTC approved training
<b>Master Teacher</b>	24 units of ECE/CD (including core) 16 GE units, 6 units specialization, 2 units adult supervision	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	BA or higher with 12 units of ECE plus 3 semester units of supervised field experience in ECE setting; or CTC approved training
<b>Site Supervisor</b>	AA (or 60 units) with 24 units of ECE/CD (including core), 6 units administration 2 units adult supervision	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	BA or higher with 12 units of ECE plus 3 semester units of supervised field experience in ECE setting; Teaching or Admin. credential with 12 units of ECE, plus 3 units supervised experience in ECE setting; or CTC approved training
<b>Program Director</b>	BA 24 units of ECE/CD (including core) 6 units administration, 2 units adult supervision	Site supervisor status and one program year of site supervisor experience	Teaching or Admin. credential with 12 units of ECE plus 3 units supervised experience in ECE setting; or CTC approved training

All coursework must be completed with a grade "C" or better

**EDUCATION**

**Liberal Studies**

**Elementary Teacher Preparation**

The Liberal Studies Program is a pathway designed for prospective elementary teachers who intend to transfer to earn a multiple subject (K-8) credential. The required courses are part of a program of study that can be started at the community college level and completed at a four-year institution.

**Liberal Studies Program Level**

**Student Learning Outcomes**

Upon completion of the AA Degree in Liberal Studies/Elementary Teacher Preparation, the student will be able to:

- Think critically and explore how knowledge across multiple disciplines is interrelated
- Communicate clearly in written and verbal forms
- Comprehend and evaluate all forms of written material
- Evaluate the essential role of diversity
- Formulate personal goals for continued learning and teacher preparation
- Apply for transfer to complete a bachelor's degree and a Multiple Subject Teaching Credential

*Advisories*

1. The following course of study is designed to meet the specific requirements of CSU Chico and provide ease of transfer. The majority of the coursework will apply to transfer requirements at any institution. However, there will be some variation between campuses. Students should meet with their counselor/advisor to address the requirements of the intended campus for transfer.
2. It is recommended that the California Basic Education Skills Test (CBEST) be taken as soon as possible following completion of English and math coursework.
3. All required courses must have a grade of "C" or better.
4. One year of high school or three units of college credit in a second language is required (includes ASL).
5. Additional coursework in mathematics may be required for general education, depending on the intended institution for transfer. Although students at CSU Chico are required to complete both Math 150 and 152, they will accept a student for transfer with Math 150.

**Required Courses for Major**

(also count toward general education requirements for graduation)

		<b>Units</b>
BIOL 100	Concepts in Biology	
<b>OR</b>		
BIOL 102	Cell and Molecular Biology	4
ECE 153	Child, Family, Community	3
ENGL 101	Composition and Reading I	3
ENGL 118	Small Group Communication	
<b>OR</b>		
ENGL 120	Speech	3
HIST 109	Ancient Civilizations	3
HIST 111	Medieval and Early Civilizations	3
HIST 108	The United States to 1877	
<b>OR</b>		
HIST 110	The United States From 1877	3
HUMN 112	Intro to Humanities: Renaissance to the Present	3
PHIL 101	Logic	3
PHSC 100	The Physical Universe	4
POL 101	Government and Politics in the US	3
THEA 105	Introduction to Acting	3

**Total requirements.....38**

EDUCATION *continued*

**Required Courses for Major**  
*(non-general education)*

		Units
EDUC 200	Introduction to Elementary Education	3
MATH 150	Concepts and Structures of Mathematics for Educators	3
<b>Total requirements .....</b>		<b>6</b>

**Additional General Education Requirements**

*(Select one course from each area below under CSU General Education Breadth Requirements)*

Area B-1	3-4
Area E	3
<b>Total requirements .....</b>	<b>6-7</b>

**Recommended Electives**

*Select a minimum of 9 units. See advisor for courses for specific colleges for transfer.*

ANTH 100	Cultural Anthropology	3
ECE 154	Creative Activities for Children	
<b>OR</b>		
ECE 166	Music for Children	3
GEOG 150	California Geography	
<b>Units</b>		
POL 140	Multi ethnic America	3
MATH 152	Structures of Mathematical Problem Solving and Geometry	3
<b>Total elective requirements</b>		<b>9</b>
<b>Total associate degree requirements .....</b>		<b>60</b>

*Note: Additional electives may be accepted at transferring institution up to a total of 70 units. See your advisor.*



ENGLISH

The Language Arts program at Feather River College, including English, ASL, French, German, and Spanish (see separate catalog entries for a course listing) will provide courses using innovative teaching methods both in-person or through distance education, necessary for students to complete their Associate of Arts degree in English or achieving competency in foreign language, and provide transfer credit to four-year colleges and universities.

Courses in the English and Language Arts program will provide the resources and skills necessary for students to understand and produce written, spoken, and creative expression in the world around them. English and Language Arts courses provide general background to the culture and human endeavor in both historic and contemporary settings and build critical thinking skills and interpretive skills. A background in English and Language Arts can be a solid foundation for general University transfer, pre-law, or a career in teaching, editing, or writing.

**English Program Level  
Student Learning Outcomes**

Upon completion of English and Literature courses, and Language Arts and Foreign Language courses the student will be able to:

1. Comprehend cultural and literary background of the English speaking world and an understanding of language and culture in the Spanish speaking world and German and French language areas.
2. In English, use written and verbal expression to communicate information factually, argumentatively, and creatively.
3. In English, read, comprehend, interpret, and respond to a wide variety of materials touching on literary knowledge, society, culture, the arts, history, gender, politics, and philosophy.
4. In a foreign language, comprehend basic language structures, use vocabulary about everyday life, respond to questions and have brief conversations, read short passages from literary and contemporary news sources.

**Required Courses for Major**

		Units
<b>Two Courses from Following</b>		
ENGL 102	Introduction to Literature	3
ENGL 103}or	Critical Thinking and Writing	3
ENGL 120	Speech	3
<b>Three (3) Courses from the Following</b>		
ENGL 252	American Literature I	3
ENGL 254	American Literature II	3
ENGL 256	Survey of English Literature I	3
ENGL 257	Survey of English Literature II	3
ENGL 277	Introduction to Shakespeare	3
<b>Four (4) Courses from the Following Electives</b>		
ENGL 128	Film Appreciation	3
ENGL 150	Newspaper Writing, Editing and Production	3
ENGL 170	Creative Writing	3
ENGL 180	Nature Writing in America	3
ENGL 228	Novel and Film	3
ENGL 245	Contemporary Literature	3
ENGL 246 }or	Women's Literature	3
HON 286	Gender and Society	3
HON 274	20th Century History and Culture	3
HON 282	The American Experience	3
<b>Associate in Arts Degree Requirements</b>		
Major Requirements		27
FRC General Education requirements		15-18
Electives (from any discipline)		6-9
<b>Total associate degree requirements .....</b>		<b>60</b>



## ENVIRONMENTAL STUDIES DEPARTMENT

The Environmental Studies Department includes two majors, Environmental Studies and Environmental Science, and four Certificates of Specialization. Department curriculum examines the interactions of physical and biological processes in the biosphere, with special emphasis on how those processes are affected by human use of the landscape. Hallmarks of the program are getting students involved with hands-on applied projects, working with local partners to influence conservation and decision making, and capitalizing on our unique landscape.

The Environmental Studies Department at Feather River College has a broad-based, science-oriented curriculum designed to prepare students for a variety of careers related to solving environmental and resource issues. Surrounded by thousands of acres of public forests in a watershed that provides much of California's water supply, FRC is uniquely situated to offer such courses. From California's water wars to the impact of spotted owls on forest management decisions, we are located at the focal point of many of today's hottest environmental issues.

Potential careers are many and varied. Primary employers include government agencies, such as the National Park Service, US Forest Service, Bureau of Land Management, US Fish and Wildlife Service, state wildlife or water resource agencies, county planning departments, irrigation districts, utility companies, timber companies, licensed surveyors, professional foresters, non-profit organizations, and many others. Careers in the environment typically involve working with the public to communicate opportunities and issues surrounding projects of various types.

The Environmental Studies and Environmental Science Programs are designed to prepare students for transfer to four-year institutions. Certificates of Specialization are designed to move students toward technical positions in field biology, forestry, or hydrology.

### Environmental Studies Department Student Learning Outcomes

**The major competencies we expect our students to attain while in the department are:**

- Communication: Written and oral communication skills in disciplines and professions related to the environment; this includes the ability to convey information and work effectively with groups of varying sizes, as well as different audience levels.
- Multidisciplinary perspective: The ability to speak the language of the various environmental disciplines keeps graduates competitive in an increasingly interrelated and competitive market.
- Knowledge: A quantitative and qualitative understanding of how our planet functions, how technological societies operate, and how policy interacts with the two.
- Application skills: Proficiency in disciplines related to the environment comes at the price of practice; technical field skills will be taught and practiced regularly at FRC, where our spatial proximity to a variety of environmental issues encourages fieldwork.
- Environmental ethic: A developed ecological identity, established professional and educational goals, and an identified career track will cement the student's sense of place in the environmental fields and provide direction toward a constructive career in their chosen field.
- Understanding of sustainability: An appreciation for responsibly managing critical natural resources: striving toward a balance between meeting today's needs while ensuring ecosystem health and resource plenitude for future generations.

Majors in the Environmental Studies Department are designed to include core courses that are taken by all majors and a menu of electives so that you can select courses that address your interests and career goals. Choosing your electives carefully will help ensure a seamless transfer to a four-year institution.

**Highlights of the Environmental Studies Department at Feather River College:**

- Hands-on, skills-based education
- Extensive public lands available as "laboratory"
- Fish Hatchery
- Campus with trails systems and variety of ecosystems
- Massive mounted wildlife specimen collection
- Instructors who care about your education

Faculty Advisors: Dr. Darla DeRuiter, dderuiter@frc.edu, (530)283-0202 x262 • Dr. Derek Lerch, dlerch@frc.edu, (530)283-0202 x321

### Degree Programs Environmental Studies Major (42 Units Total)

Core Courses for Major		Units Typically Taught	
BIOL 104 OR BIOL 106	Animal OR Plant Biology, Evolution and Ecology (B1)	4	Spring
ENVR/BIOL 120	Sierra Nevada Natural History	3	Fall
ENVR 142	Introduction to Environmental Science (B1)	3	Fall
ENVR 142L	Introduction to Environmental Science Lab (B1)	1	Fall
ENVR 150	Ecosystem Inventory & Measurement	2	Fall
ENVR 160	Watershed Protection & Restoration	3	Fall
ENVR/POLS 180	Environmental Policy, History & Philosophy (D)	3	Spring
ENVR 210	Introduction to Soil Science	3	Spring
ENVR/FORS 220	Introduction to Forestry	3	Fall
ENVR/WILD 240	Introduction to Wildlife & Fisheries	3	Fall
ENVR 280	Environmental Capstone w/ Lab	2	Fall
<b>Total Requirements.....</b>		<b>30</b>	

**Elective Courses for Major; at least 12 units**

ENVR 102	Introduction to Environmental Studies (C)	3	Fall
ENVR/WILD 125	Wildlife Laws & Issues	2	Spring
ENVR 140	Wildland Fire Management	3	Infrequently
ENVR/FORS 152	Dendrology	3	Infrequently
ENVR 164	Native Plants Workshop	1	Spring
ENVR 170	Introduction to Environmental Education	1	Infrequently
ENVR 171	Environmental Education Field Practicum	1	Infrequently
ENVR 190	Environmental Studies Field Course	.5	Fall
ENVR 192	Winter Ecology	.5	Spring
ENVR 194	Current Environmental Issues	1	Spring
ENVR 201	Introduction to GIS	3	Spring
ENVR/WILD 241	Wildlife Diversity & Field Techniques	4	Spring
ENVR 250	Fisheries Culture	3	Fall
ENVR 291	Directed Study	1-5	When appropriate
ENVR 299	Special Topics in Environmental Studies	.5-3	When appropriate
CHEM 102	General Chemistry I (B1)	4	Fall
ENGL 180	Nature Literature in America	3	Offered infrequently
GEOL 102	Physical Geology (B1)	4	Fall & Spring
GEOL 110	Wildland Hydrology	3	Offered infrequently
HIST 150	Environmental History	3	Offered infrequently
MATH 202	Statistics (B2)	4	Spring
ORL 116	Outdoor Recreation Principles	3	Fall

ENVIRONMENTAL STUDIES DEPARTMENT *continued***Environmental Science Major (43 Units Total)**

<b>Core Courses for Major</b>		<b>Units</b>
ENVR 142	Introduction to Environmental Science	3
ENVR 280	Environmental Capstone w/ Lab	2
BIOL 102	Cell & Molecular Biology	4
BIOL 104/106	Animal OR Plant Biology, Evolution and Ecology	4
CHEM 102	General Chemistry I	4
CHEM 104	General Chemistry II	4
GEOL 102	Physical Geology	4
<b>Total Requirements.....</b>		<b>25</b>

**Elective Courses for Major; at least 8 units**

MATH 202	Elementary Statistics	4
MATH 218	Calculus I	5
PHYS 102	General Physics I	4
PHYS 104	General Physics II	4

**Elective Program-specific Courses; at least 10 units**

ENVR/BIOL 120	Sierra Nevada Natural History	3
ENVR 150	Ecosystem Inventory & Measurement	2
ENVR/FORS 152	Dendrology	3
ENVR 160	Watershed Protection & Restoration	3
ENVR/POLS 180	Environmental Policy, History & Philosophy	3
ENVR 194	Current Environmental Issues	1
ENVR 201	Introduction to GIS	3
ENVR 210	Introduction to Soil Science	3
ENVR/FORS 220	Introduction to Forestry	3
ENVR/WILD 240	Introduction to Wildlife & Fisheries	3
ENVR/WILD 241	Wildlife Diversity & Field Techniques	4
ENVR 250	Fisheries Culture	3
ENVR 291	Directed Study	1-5
ENVR 299	Special Topics in Environmental Studies	.5-3
BIOL 210	General Microbiology	4
GEOL 110	Wildland Hydrology	3

*The Environmental Science major is designed to prepare motivated students for transfer to a wide variety of four-year Environmental Science programs. Please consult a counselor or advisor for information regarding school-specific transfer requirements. The new Environmental Science Major is currently under review by the California Community College Chancellor's Office. You may take courses toward the major during this process. Contact Derek Lerch or Darla DeRuiter for more information.*

**Certificates of Specialization****Biological Science Technician Certificate (12 Units)**

		<b>Units</b>
BIOL 104	Animal Biology, Evolution and Ecology	4
BIOL 106	Plant Biology, Evolution and Ecology	4
ENVR/WILD 241	Wildlife Diversity & Field Techniques	4
<b>Total Requirements.....</b>		<b>12</b>

**Forestry Technician Certificate (choose 12 units)**

ENVR/FORS 140	Wildland Fire Management	3
ENVR/FORS 152	Dendrology	3
ENVR 150	Ecosystem Inventory & Measurement	2
ENVR 160	Watershed Protection & Restoration	3
ENVR 210	Introduction to Soil Science	3
ENVR/FORS 220	Introduction to Forestry	3
<b>Total Requirements.....</b>		<b>12</b>

**Hydrologic Technician Certificate (choose 12 units)**

ENVR 160	Watershed Protection & Restoration	3
BIOL 100	Concepts in Biology	4
GEOL 102	Physical Geology	4
GEOL 110	Wildland Hydrology	3
MATH 202	Elementary Statistics	4
<b>Total Requirements.....</b>		<b>12</b>

**Individualized Contract Certificate (ICC) Requirements:**

- ICC must be at least 12 and not more than 17 units.
- ICC must include a 2- or 3-unit Directed Study (ENVR 291).
- In collaboration with a full-time ENVR faculty member, student develops proposal for ICC, including the following: (Use the form provided by faculty advisor for proposal).
  - Name and contact information
  - Title of ICC
  - Specific courses proposed, with units and timeline
  - Justification for course selection
  - Briefly describe concept for Directed Study (This is not binding.)
  - Student learning outcomes for the ICC (developed in conjunction with faculty sponsor)
  - Signatures: student, ENVR faculty sponsor, ENVR program coordinator (if different from sponsor), Chief Instructional Officer
- Copies for student, ENVR faculty sponsor, ENVR program coordinator (if different), and Registration Services

**GENERAL STUDIES**  
**Associate of arts degree (non-transfer)**

This major is designed to give students an interdisciplinary foundation in the Liberal Arts, prepare students to think critically, analyze evidence effectively, and understand the different approaches of the various disciplines.

This degree provides an opportunity for students to earn an Associate of Arts (AA) degree in a comprehensive area of study and is intended for the student who may not be planning on transferring to a 4-year university in the near future.

A minimum of 60.0 semester units must be completed with a grade of "C" or better in all area-of-emphasis-applicable units. Only courses numbered 100-299 may apply toward the Associate Degree.

**CHOOSE A SINGLE AREA OF EMPHASIS:** Complete 18 units in one of the areas of emphasis listed below (complete list of courses for each area is listed in the current year catalog).

**Arts and Humanities Emphasis**

This area of emphasis is designed to give students an interdisciplinary foundation the Liberal Arts and Humanities, and prepare students to think critically, analyze evidence effectively, and understand the different approaches of the various disciplines by focusing upon the manner in which humans have expressed themselves in different times, places, and cultures.

	<b>Units</b>	
History	102 Western Civilization Ancient	3
History	104 Western Civilization Modern	3
Humanities	100 Art Appreciation	3
Art	172 World Art to 1500	3
Art	174 World Art History Since 1500	3
Art	107 Two-Dimensional Design	3
Art	109 Three-Dimensional Design	3
Art	116 Drawing I	3
Art	122 Painting I	3
Art	150 Beginning Photography	3
ECE	166 Music for Children	3
Humanities	101 Music Appreciation	3
Humanities	110 Introduction to Humanities I	3
Humanities	112 Introduction to Humanities II	3
Humanities	128 Film Appreciation	3
Honors	274 20th Century History & Culture	3
Honors	276 Nature & Civilization	3
Honors	282 American Experience	3
Honors	288 Blacks, Whites & American Blues	3
Philosophy	100 Introduction to Philosophy	3
Philosophy	102 Ethics & Social Values	3
Philosophy	103 Comparative Religions	3
English	180 Nature Writing in America	3
English	228 Novel and Film	3
English	245 Contemporary Literature	3
English	246 Women's Literature	3
English	252 American Literature I	3
English	254 American Literature II	3
English	256 Survey of English Literature I	3
English	257 Survey of English Literature II	3
English	260 Survey of Children's Literature: Fantasy & Myth	3
English	77 Introduction to Shakespeare	3
Theater	140 Drama Production	3
Theater	142 Musical Production	3

**Unit Requirements for Associate's Degree:**

	<b>Units</b>
Required FRC AA general education units	24
Required degree (area of emphasis) units	18
Elective units	18
<b>Degree Total.....</b>	<b>60</b>

One of the following foreign language courses may count toward satisfaction of the Major requirements:

ASL	130 Beginning ASL I	3
ASL	132 Beginning ASL II	3
ASL	134 Intermediate ASL I	3
German	102 Beginning German I	3
German	104 Beginning German II	3
French	101 Beginning French I	3
French	102 Beginning French II	3
French	201 Intermediate French I	3
Spanish	101 Beginning Spanish I	3
Spanish	102 Beginning Spanish II	3
Spanish	201 Intermediate Spanish I	3





GENERAL STUDIES *continued*

**Social and Behavioral Sciences Emphasis**

This area of emphasis is designed to give students a broad foundation in the related fields of the Social and Behavioral Sciences, and prepare students to think critically, analyze evidence effectively, and understand the different approaches of the various disciplines that examine people as members of society and how societies and social groups operate.

*Choose 18 units from the following courses including at least two of the courses listed under History or Art or both Humanities 110 and 112.*

**Choose 18 units from the following classes including at least 6 units in one discipline.**

	<b>Units</b>
ADJ 102	3
ANT 100	3
ANT 104	3
ANT 106	3
ANT 150	3
BUS 106	3
BUS 108	3
ECE 153	3
ECE 162	3
ENVR 180	3
GEOG 104	3
GEOG 150	3
HIST 102	3
HIST 104	3
HIST 108	3
HIST 110	3
HIST 112	3
HIST 120	3
HIST 130	3
HIST 140	3
HON 278	3
HON 282	3
MATH 202	3
ORL 110	3
POL 101	3
POL 140	3
PSY 102	3
PSY 130	3
PSY 135	3
PSY 160	3
SOC 100	3
SOC 102	3
SOC 110	3
SOC 150	3
SOC 160	3

<b>Unit Requirements for Associate's Degree:</b>	<b>Units</b>
Required FRC AA general education units	24
Required degree (area of emphasis) units	18
Elective units	18
<b>Degree Total.....</b>	<b>60</b>

HEALTH AND EXERCISE STUDIES

The Health and Exercise Studies Program prepares students who plan on transferring to four-year institutions. The curriculum emphasizes general education courses that will assist students in undertaking upper level coursework at a university, while enhancing their admissions profile and increasing their chances of acceptance to a physical education program at a four-year college or university. Three certificates are available in Health and Exercise Studies: Athletic Training, Teaching/Coaching, and Health Club Management. Following this listing of degree requirements is a recommended course of study for transferring students.

**Health and Exercise Studies Program Level Student Learning Outcomes**

Health and Exercise Studies Majors should be able to transfer to a four-year institution and/or be qualified to apply for entry level jobs after completion of the courses offered at Feather River College. These programs provide theoretical and practical learning experiences for prerequisites at a four-year institution or for approval by the board of certification.

**The HES Program Student Learning Outcomes are:**

- **Communication:** Student will be able to effectively communicate using written and oral communication skills in disciplines and professions related to Health and Exercise Studies; this includes the ability to convey information and work effectively with groups of varying sizes, as well as different audience levels.
- **Multidisciplinary perspective:** The ability to speak the language of the various disciplines in Health and Exercise Studies keeps graduates competitive in an increasingly interrelated and competitive market.
- **Knowledge:** A quantitative and qualitative understanding of physical activity in relation to exercise and skill movement.
- **Application skills:** Proficiency in disciplines related to Health and Exercise Studies will be taught and practiced regularly at FRC through practicum experiences with the head athletic trainer and coaches in the profession.
- **Career responsibility:** A developed professional identity, with established professional and educational goals, and an identified career track will cement the student's sense of place in Health and Exercise Studies and provide direction toward a constructive and ethical career in their chosen field.

**Required Courses for Major**

	<b>Minimum Units</b>
HES 133	3
HES 141	3
HES 143	1
HES 172	1
HES 194	3
HES 220	3
BIOL 110	4
HES 100	3
HES Electives	6
<b>Total requirements.....</b>	<b>27</b>

**Associate Degree Requirements**

Major Requirements	27
FRC General Education Requirements	24
Elective Courses	9
<b>Total requirements.....</b>	<b>60</b>

HEALTH AND EXERCISE STUDIES *continued*

<b>Health &amp; Exercise Studies Transfer Program</b>		<b>Minimum Units</b>
HES 133	Introduction to Kinesiology	3
HES 141	Principles of Fitness and Performance	3
HES 143	Principles of Fitness and Performance Lab	1
HES 172	Beginning Lifelong Fitness	1
HES 194	Principles of Physical Education	3
HES 220	Management and Care of Athletic Injuries I	3
BIOL 110	Human Anatomy (also counts as B1 below)	4
HES 100	Principles of Healthful Living	3
HES Electives	Health & Exercise Studies Electives	6
<b>Total requirements .....</b>		<b>27</b>
<b>Recommended General Education Courses</b>		
<b>Area A1 –</b>		
ENGL 101	Composition and Reading I	3
<b>Area A2 –</b>		
ENGL 102 *	<b>OR</b> Introduction to Literature	
ENGL 103	Critical Thinking and Writing	3
<b>Area B1 –</b>		
BIOL 110	Anatomy (note required above)	4
<b>Area B2 –</b>		
MATH 110	College Algebra	4
<b>Area B3 –</b>		
CSCI 102	Introduction to Computer Science Literacy	3
<b>Area C Arts/Humanities - Any 3-unit course from CSUGE Area</b>		
<b>C1 – Arts</b>		
<b>Area D –</b>		
PSY 102	Introductory Psychology	3
<b>Area E –</b>		
HIST 108	The US to 1877	3
HIST 110	The US from 1877	3
POL 101	Government and Politics in the US	3
<b>Total General Education recommended .....</b>		<b>26</b>
Electives From any discipline		9
<b>Total requirements .....</b>		<b>62</b>

\*Not accepted by UC system.

Feather River College Certificate of Achievement in Health and Exercise Studies

	<b>Units</b>	
HES 133	Introduction to Kinesiology (3) 3	
HES 141	Principles of Fitness and Performance 3	
HES 143AD	Principles of Fitness and Performance Lab 1	
HES 172AD	Beginning Lifelong Fitness 1	
HES 194	Principles of Physical Education 3	
HES 220	Management and Care of Athletic Injuries I 3	
	Any HES course electives 6	
	Any HES activity course electives 2	
<b>Total requirements .....</b>		<b>22</b>

Feather River College Certificate of Achievement in Athletic Training

HES 105	First Aid & CPR 1	
HES 220	Management and Care of Athletic Injuries I 3	
HES 222	Management and Care of Athletic Injuries II 3	
HES 223	Observation and Practicum of Athletic Training 3	
BIOL 110	Human Anatomy 4	
BIOL 112	Human Physiology 4	
<b>Total requirements .....</b>		<b>18</b>

Feather River College Certificate of Specialization in Teaching/Coaching

HES 105	First Aid & CPR 1	
HES 125	Sports Coaching Certification 1	
HES 124	Sports in American History 3	
HES 132	Sports in Society 3	
HES 160	Psychology of Coaching 3	
HES 220	Management and Care of Athletic Injuries I 3	
HES 291	Directed Study in HES 1	
Choose 1	Theory of Sport Courses 1	
<b>Total requirements .....</b>		<b>16</b>

**Feather River College  
Certificate of Achievement in Health Club Management**

HES 105	First Aid & CPR 1	
HES 141	Principles of Fitness & Performance 3	
HES 143	Principles of Fitness & Performance Lab 1	
HES 172	Lifelong Fitness 1	
BIOL 110	Human Anatomy 4	
HES 250	Health Club Management 3	
HES 251	Health Club Management Lab 2	
HES 252	American Council on Exercise Personal Trainer Certification 3	
<b>Total requirements .....</b>		<b>18</b>

## HISTORY

The study of history demonstrates that, as individuals and as a community, we cannot hope to comprehend the present and prepare for the future without an understanding of the past. Knowledge of the past provides students with a sense of the people, ideas, forces, and institutions that have shaped the condition of our contemporary world. The study of history can lead to professional work as a teacher, government or private agency historian, or museum curator. Additionally, historical study produces a student capable of performing a variety of jobs where knowledge and intellect are in demand and in which organizational skills and critical thinking are required and can be particularly useful to students pursuing a career in politics or law. History majors should check the degree requirements of the university to which they intend to transfer and should meet with an academic advisor to construct an academic plan. (History majors intending to transfer to CSU Chico are strongly encouraged to take the World History survey series, which they require of history majors.)

### History Program Level Student Learning Outcomes:

*Upon the completion of the courses in the History Program, students will be able to:*

- Identify significant events, people, and places in history
- Describe the connections, contributions, and experiences of human societies in various regions of the world
- Interpret and extract meaning from primary and secondary sources
- Appraise the connections between the past and the present through clear and accurate writing using various and diverse perspectives

History Majors must complete 21 units in the major with a minimum grade of "C" or better. Majors must also complete one of the college's General Education Requirement schemes. Students expecting to transfer to a four-year university are strongly advised to complete either the CSU Breadth or the IGETC requirements, rather than the FRC GE requirements.

### Required Courses for Major

*Choose one of the following year-long core sequences and one course from the other sequence (9-12 units):*

Core Survey Series	Units
<b>Western Civilization survey series</b>	
HIST 102 Early Western Civilization	3
HIST 104 Modern Western Civilization	3
<b>or</b>	
<b>US History survey series</b>	
HIST 108 United States History to 1877	3
HIST 110 United States History since 1877	3
<b>or</b>	
<b>World History survey series</b>	
HIST 109 Ancient World History	3
HIST 111 Medieval World History	3
HIST 112 Modern World History	3
<b>Core Total</b> .....	<b>9-12</b>

**Select 9-12 additional units from the following offerings** (not including the courses on left page):

	Units	
HIST 102	Early Western Civilization	3
HIST 104	Modern Western Civilization	3
HIST 109	Ancient World History	3
HIST 108	United States History to 1877	3
HIST 110	United States History since 1877	3
HIST 111	Medieval World History	3
HIST 112	Modern World History	3
HIST 120	Women in American History	3
HIST 130	Native American History	3
HIST 140	California History	3
HIST 160	History of the American West	3
HIST 170	Washington D.C. Week	3
HIST 172	Democracy in Practice (Sojourn Program)	3
HIST 291	Directed Studies in History	1-5
ANTH 106	Intro Prehistory and Archaeology	3
ANTH 150	North American Indians	3
POL 101	Government & Politics in the US	3
POL 140	Multi-Ethnic America	3
POL 201	International Relations	3
HON 274	20th Century History & Culture	3
HON 276	Nature and Civilization	3
HON 278	History of Economies	3
HON 282	American Experience	3
HON 284	History of Science	3
HON 288	Blacks, Whites & American Blues	3
HON 296	The Sixties	3
<b>Total Additional Units</b> .....		<b>9-12</b>
Core Total Units		9-12
Total Additional Units		9-12
Total Units in Major		21
General Education Requirements (FRC GE, CSU Breadth, or IGETC)		24 to 39
<b>Total Associate Degree Requirements</b> .....		<b>60</b>



## LIBERAL ARTS

**Liberal Arts With An Area Of Emphasis: Associate Of Arts Degree**

The Liberal Studies Degree described below has been approved by Feather River College's Curriculum Committee, the Academic Senate, and the Board of Trustees. However, approval was still pending from the Chancellor's Office of the California Community Colleges at the time this catalog was published. It is possible that the degree requirements will change to meet the approval process. Students should be aware of this possibility and consult their academic advisor to be sure they have the latest information when registering for classes.

This degree is designed for transfer students pursuing an area of study requiring only introductory lower-division major preparation courses within a broader liberal arts breadth pattern and transferring to a California State University (CSU) or University of California (UC).

A minimum of 60 transferable semester units must be completed with a grade of "C" or better in all area-of-emphasis-applicable units.

- Choose either A. CSU-GE or B. IGETC for the General Education pattern related to your educational goal:
  - Minimum units to meet CSU-GE breadth certification requirements 39 units
  - Minimum units to meet IGETC certification requirements 34-37 units
- Areas of EMPHASIS: Choose a single AREA OF EMPHASIS listed below. 18 units
- Complete any electives necessary to total 60 transferable units required by the Universities.

**CHOOSE A SINGLE AREA OF EMPHASIS:**

**Complete 18 units in one of the areas of emphasis listed below.**

**Area of Emphasis: Anthropology**

Anthropology is the study of humans and human societies. Branches of anthropology include cultural anthropology, physical anthropology, linguistic anthropology, and archaeology.

**A minimum of 18 units chosen from the following:**

		<b>Units</b>
ANTH 100	Cultural Anthropology	3
ANTH 104	Comparative Religions	3
ANTH 106	Introduction to Archaeology and Prehistory	3
ANTH 106L	Introduction to Archaeology and Prehistory Lab	1
ANTH 120	Physical Anthropology	3
ANTH 120L	Physical Anthropology Lab	1
ANTH 150	North American Indians	3
ANTH 291	Directed Study	1-5
MATH 202	Elementary Statistics	4
PSY 102	Introductory Psychology	3
SOC 102	Introduction to Sociology	3

**Area of Emphasis: Humanities**

The humanities include, but are not limited to: history, literature, philosophy and ethics, foreign languages and cultures, linguistics, jurisprudence or philosophy of law, archaeology, comparative religion, the history, theory, and criticism of the arts, and those aspects of the social sciences (anthropology, sociology, psychology, political science, government, and economics) that use historical and interpretive rather than quantitative methods. The humanities enable us to reflect upon our lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic way.

**A minimum of 18 units chosen from the following:**

		<b>Units</b>
HIST 102	Western Civilization Ancient	3
HIST 104	Western Civilization Modern	3
ART 172	World Art History to 1500	3
ART 174	World Art History Since 1500	3
ART 107	2-Dimensional Design	3
ART 109	3-Dimensional Design	3
ART 116	Drawing I	3
ART 122	Painting I	3
ECE 166	Music for Children	3
HUMN 100	Art Appreciation	3
HUMN 101	Music Appreciation	3
HUMN 110	Introduction to Humanities I	3
HUMN 112	Introduction to Humanities II	3
HUMN 128	Film Appreciation	3
HON 274	20th Century History & Culture	3
HON 276	Nature & Civilization	3
HON 282	American Experience	3
HON 288	Blacks, Whites & American Blues	3
PHIL 100	Introduction to Philosophy	3
PHIL 103	Comparative Religions	3
ENGL 180	Nature Writing in America	3
ENGL 228	Novel and Film	3
ENGL 245	Contemporary Literature	3
ENGL 246	Women's Literature	3
ENGL 252	American Literature I	3
ENGL 254	American Literature II	3
ENGL 256	Survey of English Literature I	3
ENGL 257	Survey of English Literature II	3
ENGL 277	Introduction to Shakespeare	3
THEA 105	Introduction to Acting	3
THEA 106	Advanced Acting	3

LIBERAL ARTS *continued*

**Area of Emphasis: Sociology and Social Sciences**

Social Sciences refer to any discipline or branch of science that deals with the social and cultural aspects of human behavior. The Social Sciences generally include Economics, Political Science, and Sociology and may include Cultural Anthropology, Geography, Psychology, and Social Psychology.

**A minimum of 18 units  
chosen from the following:**

		<b>Units</b>
ADMJ 102	Introduction to the Administration of Justice	3
ADMJ 112	Introduction to Criminology	3
ADMJ 203	Introduction to Multiculturalism	3
ANTH 100	Cultural Anthropology	3
ANTH 104	Comparative Religions	3
ANTH 106	Introduction to Archaeology and Prehistory	3
BIOL 135	Human Sexuality	3
BUS 106	Principles of Economics – Macro	3
BUS 108	Principles of Economics – Micro	3
ECE 153	Child, Family, Community	3
ECE 162	Child Growth and Development	3
ENVR 180	Environmental Policy (cross-listed with POL 180)	3
GEOG 104	Cultural Geography	3
GEOG 150	California Geography	3
HON 278	History of Economies	3
HON 282	American Experience	3
MATH 202	Elementary Statistics	4
ORL 110	Introduction to Recreation & Leisure	3
POL 101	Government & Politics in the US	3
POL 140	Multi ethnic America	3
PSY 102	Introductory Psychology	3
PSY 130	Psychology of Women	3
SOC 100	Sex, Gender, and Society	3
SOC 102	Introduction to Sociology	3
SOC 110	Introduction to Marriage & the Family	3
SOC 150	Social Trends & Problems	3
SOC 160	Globalization	3

**Units**

**Area of Emphasis: Culture and Society**

The study of the diversity of human cultures is an inter-disciplinary activity. Cultural and ethnic study includes aspects of history, language, literature, sociology, archaeology, art and art history, and other humanities and social sciences.

**A minimum of 18 units  
chosen from the following:**

ADMJ 102	Introduction to the Administration of Justice	3
ADMJ 105	Community & Human Relations	3
ADMJ 112	Introduction to Criminology	3
ADMJ 203	Introduction to Multiculturalism	3
ADMJ 204	Criminal Law & Procedure	3
ANT 100	Cultural Anthropology	3
ECE 153	Child, Family, Community	3
ECE 162	Child Growth and Development	3
GEOG 104	Cultural Geography	3
MATH 202	Elementary Statistics	4
PSY 102	Introductory Psychology	3
SOC 102	Introduction to Sociology	3
SOC 150	Social Trends & Problems	3
SOC 160	Globalization	3

**Unit Requirements for Associate’s Degree in Liberal Arts with an Area of Emphasis:**

A minimum of 60 semester units must be completed with a grade of “C” or better in all area-of-emphasis-applicable units. Only courses numbered 100-299 may apply toward the Associate Degree.

Required General Education Units	34-39
Required Degree (Area of Emphasis) Units	18
Elective Units	3-8
<b>Degree Total Units</b> .....	<b>6</b>

**Transfer Students**

Selecting courses from these general areas will prepare students to transfer to a variety of majors. Students planning to transfer to a university should follow requirements of the four-year university. Information on course equivalencies and major preparation requirements for University of California (UC) and California State University (CSU) is available online at [www.assist.org](http://www.assist.org). Please consult with a Feather River College counselor to review transfer requirements.

### NUTRITION, FOOD, AND CULINARY ARTS

The Nutrition, Foods, and Culinary Arts Program is primarily designed for students who intend to earn an AA degree with a major in Nutrition, Foods, and Culinary Arts without transfer to a four-year institution. The Nutrition, Foods, and Culinary Arts Program prepares students for a wide range of jobs that exhibit a continued strong labor market. Becoming a trained food professional will help you better compete for year-round and more highly paid positions. Feather River College offers both an AA degree and a 17.5-unit Certificate of Achievement. FRC staff provides professional training for employment in commercial culinary service. Elective courses allow students to tailor their learning experience to their personal goals.

Classes are hands-on with high-quality equipment and instructors who have owned and managed their own businesses. Internships are available at many local restaurants and resorts.

Course Number	Course Name	Units
<b>REQUIRED CORE</b>		<b>23.5</b>
NCA 001	Food Safety and Sanitation	1.5
NCA 002	Professional Chef Cooking I	2.5
NCA 003	Professional Chef Cooking II	2.5
NCA 004	Food and Beverage Cost Control	2
NCA 010	Restaurant Operations – Breakfast	3.5
<b>OR</b>		
NCA 011	Restaurant Operations – Lunch	3.5
NCA 021	Fundamentals of Baking	2.5
NCA 023	Advanced Baking	3
HES 170	Introduction to Nutrition	3
BUS 130	Small Business Management	3
<b>ELECTIVES</b>		<b>Choose 7-9 units from the menu below</b>
NCA 012	Catering for the Professional	2.5
NCA 013	Restaurant Service Basics	.5
NCA 014	Stocks and Sauces	2
NCA 015	Garde Manger	1
NCA 016	Knife Skills	.5
NCA 022	The World of Breads	3
NCA 024	Sourdough Breads	3
NCA 025	The Art of the Wedding Cake	1.5
NCA 026	Classic Pastry Doughs	1.5
NCA 031	Mexican Cooking	1
NCA 032	Special Issues in Senior Food Service	1
<b>Total Units for Major</b> .....		<b>30.5 – 32.5</b>
<b>Total Units for Associates Degree</b> .....		<b>60</b>

### Certificate Of Specialization

		Units
NCA 001	Food Safety and Sanitation	1.5
NCA 002	Professional Chef Cooking I	2.5
NCA 003	Professional Chef Cooking II	2.5
NCA 004	Food Service Cost Controls	2
NCA 010	Restaurant Operations – Breakfast	3.5
<b>OR</b>		
NCA 011	Restaurant Operations - Lunch	3.5
NCA 021	Fundamentals of Baking	2.5
HES 170	Introduction to Nutrition	3.0
<b>Total Units for Certificate</b> .....		<b>17.5</b>





## OUTDOOR RECREATION LEADERSHIP

Feather River College is the only California Community College that offers an Associate's Degree in Outdoor Recreation Leadership (ORL). Students in the ORL Program develop skills and experience related to leading groups in adventure-based outdoor recreation activities. The program is designed to prepare students for professional employment and seamless transfer to four-year institutions.

Feather River College and the surrounding 1.2 million acre Plumas National Forest provide an ideal laboratory for learning skills related to outdoor leadership. Abundant opportunities are available for rock climbing, paddling white-water rivers, Nordic and downhill skiing, mountain biking, fishing, and backpacking. Local resources include the wild and scenic Feather River, the 1000-foot sheer face of Bald Rock Dome, the Plumas Eureka Ski Bowl, unlimited single-track bike trails, a host of local peaks, and the Pacific Crest Trail (PCT).

Classes in the Outdoor Recreation Leadership Program are designed to balance theory with practice and experience.

### Areas of focus include:

- Leading Outdoor Adventure Activities
- Teaching Outdoor Adventure Skills
- Theories of Recreation and Leisure
- Leadership Theory and Practice
- Public Land Management Philosophies
- Principles of Leave No Trace
- Safety and Rescue
- Management of Group Dynamics
- Risk Management
- Natural History Interpretation
- Group Facilitation
- Outdoor Recreation
- Program & Event Planning and Implementation

In addition to classroom-based learning, most ORL students also act as trip leaders for the Feather River Outings Group (FROG) and a variety of Community Service Learning (CSL) trips. FROG is a college outings program sponsored by the Associated Student Body. The FROG calendar includes a variety of weekend outings and evening presentations led by ORL students.

Students who complete the Outdoor Recreation Leadership Program will find themselves well prepared to work professionally as outdoor leaders and/or to transfer to four-year schools. Formal articulation agreements have been developed with a variety of institutions, including CSU Chico, Humboldt State University, San Jose State University, and Western State College of Colorado.

### ORL Program Level Student Learning Outcomes

- Leadership: Assess a group and situation to determine what is needed to reach goals while maintaining emotional and physical safety.
- Communication: Demonstrate competence in speaking, writing, and using computers that will lead to successful employment in an entry-level position.
- Application: Actively apply knowledge and practice skills in a variety of settings.
- Knowledge: Demonstrate knowledge of concepts and theories in recreation.
- Involvement: Demonstrate knowledge of issues related to the recreation field, develop opinions about them, and advocate for that position.
- Environment: Develop a philosophy and lifestyle that reflect an understanding of the effect humans have on the environment, trying to mediate the harmful consequences of human behavior.

Faculty Advisors: Rick Stock, rstock@frc.edu, (530)283-0202 x275  
 Dr. Darla DeRuiter, dderuiter@frc.edu (530)283-0202 x262

## Outdoor Recreation Leadership

Required Courses for Major		Units
ORL 110	Introduction to Recreation and Leisure	3
ORL 116	Outdoor Recreation Principles	3
ORL 120	Recreation Program Planning	3
ORL 130	Adventure Based Outdoor Recreation	6
ORL 200	Recreation Leadership	3
BUS 130	Small Business Management	3
BIOL/ENVR 120	Sierra Nevada Natural History	3
ORL 291	Directed Field Study	1-5

### At least 3 units from the following skill development classes:

ORL 140	Introduction to Sea Kayaking	1
ORL 142	Intermediate Sea Kayaking	1
ORL 150	Beginning Whitewater Rafting	1
ORL 154	Beginning Canoeing	1
ORL 156	Beginning Rock Climbing	1
ORL 158	Intermediate Rock Climbing	1
ORL 160	Backpacking	1
ORL 161	Intermediate Backpacking	1
ORL 162	Beginning Mountaineering	1
ORL 166	Beginning Mountain Biking	1
ORL 168	Cross-Country Skiing	1
ORL 170	Telemark Skiing	1
ORL 172	Beginning Whitewater Kayaking	1
ORL 174	Intermediate Whitewater Kayaking	1

### At least 3 units from the following Certification Classes:

ORL 152	Whitewater Raft Guiding	2
ORL 180	Wilderness First Responder	2
ORL 182	Swiftwater Rescue Technician I	1
ORL 184	Challenge Course Facilitation	2
ORL 190AD	Avalanche Awareness	1

<b>Total Major Requirements</b> .....	<b>31-36</b>
FRC General Education requirements	24
Electives (from any discipline)	0-5
<b>Total requirements</b> .....	<b>55-65</b>

OUTDOOR RECREATION LEADERSHIP *continued*

**Certificate of Specialization in ORL**

Course #	Course Name	Units
<b>Each of the classes on the following list:</b>		
ORL 130	Adventure Based Outdoor Recreation	6
ORL 132A	College Outings Program Leadership	1
ORL 132B	College Outings Program Leadership	1
ORL 180	Wilderness First Responder	2
ORL 182	Swiftwater Rescue Technician I	1
<b>And 4 units from the following list:</b>		
ORL 121	Snowboarding	1
ORL 140	Introduction to Sea Kayaking	1
ORL 142	Intermediate Sea Kayaking	1
ORL 150	Beginning Whitewater Rafting	1
ORL 154	Beginning Canoeing	1
ORL 156	Beginning Rock Climbing	1
ORL 158	Intermediate Rock Climbing	1
ORL 160	Beginning Backpacking	1
ORL 161	Intermediate Backpacking	1
ORL 162	Beginning Mountaineering	1
ORL 166	Beginning Mountain Biking	1
ORL 168	Cross Country Skiing	1
ORL 170	Telemark Skiing	1
ORL 172	Beginning Whitewater Kayaking	1
ORL 174	Intermediate Whitewater Kayaking	1
<b>And 2 units from the following list:</b>		
ORL 152	Whitewater Raft Guiding	2
ORL 180	Wilderness First Responder	2
ORL 182	Swiftwater Rescue Technician I	1
ORL 184	Challenge Course Facilitation	2
ORL 190AD	Avalanche Awareness	1
<b>Total requirements</b>		<b>17</b>

PHYSICAL SCIENCE

The Associate of Science Degree in Physical Science offers a flexible, broad-based, and interdisciplinary approach directed toward an understanding of our physical world. Students who contemplate transfer to a university bachelor of science program and who envision themselves a teacher or professional in the sciences will find the Physical Science Degree especially valuable.

Beyond the required core courses, the degree program offers students a choice of two options designed to emphasize a student's particular interest and transfer desires: 1) a chemistry foundation, or 2) a physics foundation. The program will introduce students to a wide spectrum of college mathematics and science courses designed to provide a solid foundation, as well as the core requirements for transfer. Completion of the Physical Science Program at Feather River College will demonstrate commitment to the field, as well as provide comprehensive preparation for upper division work of science and attainment of a degree supportive of attempts to gain entry-level employment or advancement.

**Physical Science Program-Level Student Learning Outcomes**

*Upon completion of the program, students will be able to:*

- Know, use, and interpret scientific explanations of the natural world
- Generate and evaluate scientific evidence and explanations
- Understand the nature and development of scientific knowledge
- Participate productively in scientific practices and discourse

**Required Courses for Major**

<b>A minimum of 8 units from the following:</b>		<b>Units</b>
MATH 108	Introduction to Trigonometry	1
MATH 110	College Algebra	4
MATH 116	Precalculus	4
MATH 202	Elementary Statistics	4
MATH 218	Calculus I	4
MATH 220	Calculus II	4
<b>A minimum of 28 units from the following:</b>		
BIOL 102	Biochemistry, Cell & Molecular Biology and Genetics	3
CHEM 100	Introductory Inorganic Chemistry	4
CHEM 102	General Inorganic Chemistry I	4
CHEM 104	General Inorganic Chemistry II	4
CHEM 106	Introduction to Organic Chemistry	4
GEOG 102	Physical Geography	3
GEOL 102	Physical Geology	4
GEOL 180	Environmental Geology	3
ENVR 201	Introduction to Geographic Information Systems (GIS)	2
PHYS 100	Concepts in Physics	3
PHYS 102	General Physics I	4
PHYS 104	General Physics II	4
PHSC 120	Introduction to Astronomy	3
Total requirements		36
<b>Associate in Science Degree Requirements</b>		
Major Requirements		36
FRC General Ed. requirements		24
<b>Total requirements</b>		<b>60</b>

### UNIVERSITY STUDIES

The University Studies major is a joint agreement between CSU, Chico and Feather River College. Students completing this course of study are guaranteed admittance to CSU, Chico with Junior standing, in addition to receiving an Associate in Arts Degree from FRC.

AREA I American Institutions 6 units	AREA VII Natural Sciences 6-9 units
2 courses -- Select one category: 1. History 108 and Political Science 101 2. History 110 and Political Science 101	2 courses-- Select at least one course from each category. Students must complete a minimum of one lab experience. 1. Chemistry 100L, 102L, 104L, 106L Geography 102, Geology 102L Physics 100, 102L, 104L, Physical Science 120 2. Anthropology 120, 120L Biology 100L,102L,104L,110L,112L,210L
AREA II Communications and Critical Thinking 9 units	AREA VIII Behavioral and Social Sciences 9 units
3 courses* -- Select one course from each category: 1. English 119, 120 2. English 101 3. English 102, 103, Philosophy 101, 102  *Courses used to fulfill this requirement must be completed with a "C" or better; courses may not be taken for an optional CR/NC grade.	3 courses -- Select at least one course from each category: 1. Anthropology 100*, 106, 150† Business 106 English 122, Sociology 102, 150 2. Anthropology 104*, Business 108 Early Childhood Education 153, 162 Geography 150† Political Science 140†† Psychology 102, Sociology 100 3. Geography 104*, History 102, 104, 108†, 110†, 130†, 140† Political Science 101†  Courses indicated by † may be used to meet the American Institutions requirement and be applied to Area VIII. *Non-Western Requirements †Ethnic Studies Requirement -- one course in each category is required for a baccalaureate degree from CSU Chico.
AREA III Health Education/ Self Development 3 units	AREA IX Computer Literacy 1 unit
Biology 135 Family and Consumer Science 170 Health 100; Equine Studies 101; Psychology 102; Outdoor Recreation or Physical Education activity course (1 unit max.)--may double count with activity in Area	1 course from the following: Business 162, 164 Administrative Office Management 184, 185, 186, 187 COMP SCI CSC1102
AREA IV Physical Education 1 unit	AREA X Electives
1 course -- Complete a minimum of one activity course of at least one unit.	Electives to meet the minimum 60-unit degree requirement
AREA V Mathematics 4 units	
1 course* -- Complete one course from the following: Math 018 (nontransferable) 110, 116, 202, 218, 220  *Courses used to fulfill this requirement must be completed with a "C" or better; it may not be taken for an optional CR/NC grade.	
AREA VI Arts, Literature, Philosophy and Foreign Languages 9 units	
Select at least one course from each category: 1. Art 100, 107, 109, 116, 117; Humanities 100, 101, 128; Music 110, Theatre Arts 105, 106 2. American Sign Language 130, 132; English 170, 180, 228, 245, 246, 252, 254, 256, 257, 260, 277; French 101, 102; German 102, 104; Honors 272, 274, 276, 280, 286, 288; Philosophy 100, 101, 102, 103; Spanish 101, 102 A third course must be taken from either category.	
AREA IV Physical Education 1 unit	
1 course -- Complete a minimum of one activity course of at least one unit.	
AREA V Mathematics 4 units	
1 course* -- Complete one course from the following: Math 018 (nontransferable) 110, 116, 202, 218, 220 *Courses used to fulfill this requirement must be completed with a "C" or better; it may not be taken for an optional CR/NC grade.	

### VOCATIONAL NURSING

As our population ages, the need for health care will increase. The health care field is projected to be one of the two largest fields of employment in California to the year 2012. The Vocational Nursing (NURS) Program offers students two options: 1) an Associate of Science with Vocational Nursing Major, or 2) a Vocational Nursing Certificate of Achievement. Both the AS and the certificate option prepare students to take the State Board of Vocational Nursing Licensing Exam (NCLEX) and upon passing the exam apply for a state license as a vocational nurse. The Licensed Vocational Nurse (LVN) will be qualified to work in various health care settings, including acute hospitals, long-term care, medical clinics, and home health care.

The Feather River College Vocational Nursing Program is designed to provide a course of study that prepares you to be a safe and caring provider of basic patient care. The FRC Vocational Nursing Program averages 20 hours per week, including 577 theory hours and 954 supervised clinical hours in approved health care settings. The program accepts twenty students (in odd years) at the Feather River Campus, Quincy, and twenty students (in even years) at the satellite program at Mayers Memorial Hospital in Fall River Mills every two years. Nursing program application packets are available for Fall classes in January of the same year. Applications are accepted until April 1.

#### Vocational Nursing Program Student Learning Outcomes

Upon satisfactory completion of the vocational nursing program, the graduate shall be qualified to take the National NCLEX-PN examination for California licensure. The vocational nursing program graduate will be able to:

- Discuss the principles of physical and mental health nursing care
- Describe specific disease conditions including prevention, treatment, nursing care, and rehabilitation
- Demonstrate technical competence with the ability to perform nursing skill, including patient care procedures and medication administration, in a safe and competent manner
- Demonstrate understanding of the Licensed Vocational Nurses role in the use of problem solving and critical thinking skills in clinical practice to promote the physical, mental, emotional and spiritual well-being of each patient to their highest level of independence
- Perform the professional role of the Licensed Vocational Nurse, as a member of the health care team, and also an individual and a member of their community

#### Required Prerequisites for Major

*BIOL 110	Human Anatomy	4
*BIOL 112	Human Physiology	4
*HES 170	Introduction to Nutrition	3
**NURS 100	Nurse's Aide	6

\*All courses with an \* must be completed within the preceding 5 years of application closing date. Courses must be completed with a grade of "C" or better.

\*\*Exception for the Nurse Aide course: can show evidence of working as a Nurse Aide at least one year in the previous 5 years or hold an "active certified nurse assistant card."



VOCATIONAL NURSING *continued*

**Required Courses for Major**

		<b>Units</b>
NURS 110	Dosage Calculation for Health Care Providers	1
NURS 112	Nursing Foundations	2
NURS 114	Nursing Foundations Lab	1
NURS 116	Psychological Principles for Nursing	3
NURS 120	Introduction to Pharmacology	1
NURS 122	Basic Medical Surgical Nursing	5
NURS 123	Basic Medical Surgical Nursing Laboratory	2
NURS 125	Basic Medical Surgical Nursing Laboratory	3.5
NURS 212	Intermediate Medical Surgical Nursing	3
NURS 214	Intermediate Medical Surgical Nursing Laboratory	2.5
NURS 222	Advanced Medical Surgical Nursing	5
NURS 223	Advanced Medical Surgical Nursing Laboratory I	2
NURS 225	Advanced Medical Surgical Nursing Laboratory II	1.5
NURS 232	Obstetrical Nursing	2
NURS 234	Obstetrical Nursing Lab I	.5
NURS 235	Obstetrical Nursing Lab II	1
NURS 237	Pediatric Nursing	2
NURS 239	Pediatric Nursing Laboratory I	.5
NURS 240	Pediatric Nursing Laboratory II	1
<b>Total requirements .....</b>		<b>39.5</b>

**Associate in Science Degree Requirements**

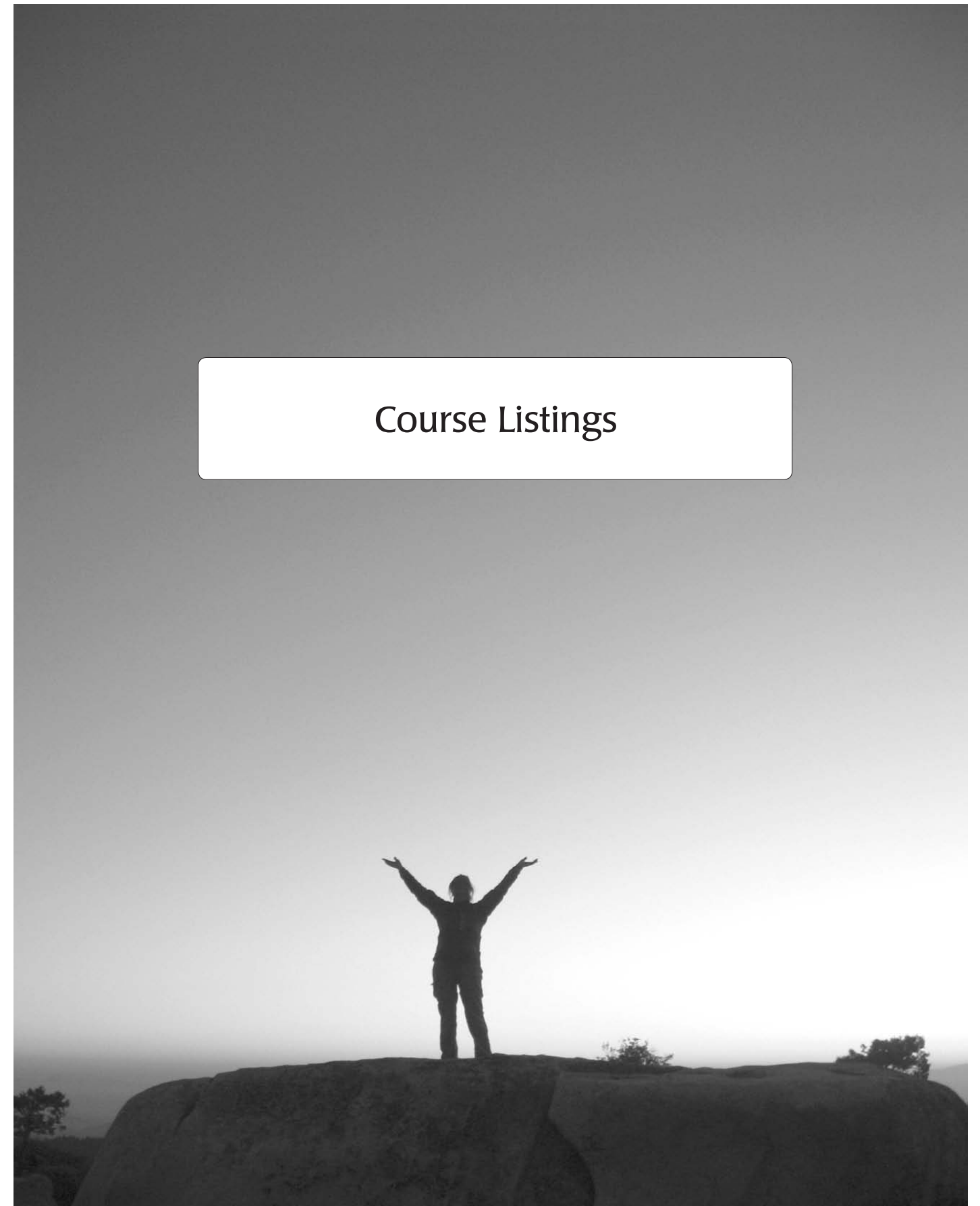
Prerequisites	17
Major requirements	39.5
FRC General Education requirements	24
<b>Total requirements .....</b>	<b>80.5</b>

**Certificate of Achievement Requirements**

Required prerequisites for the major	17
Required courses for the major	39.5
<b>Total requirements .....</b>	<b>56.5</b>



Course Listings



## ADMINISTRATION OF JUSTICE

<b>ADMJ 102</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO ADMINISTRATION OF JUSTICE</b>	<b>3 UNITS CSU, UC</b>
Examines the history and philosophy of justice as it has evolved throughout the world, including the American system and various sub-systems, roles and role expectations of criminal justice agents in their interrelationships in society. Explores the concepts of crime causations, punishments and rehabilitation, ethics, education, and training for professionalism in the social system. Formerly ADJ 102		
<b>ADMJ 105</b> <b>Hours: 3 lec.</b>	<b>COMMUNITY &amp; HUMAN RELATIONS</b>	<b>3 UNITS CSU, UC</b>
Studies the relationship between criminal justice agents and the community, the causal and symptomatic aspects of community understanding and misunderstanding, and the lack of cooperation and mistrust between each. Suggests behavioral causes and ways to develop and maintain amicable relationships. Formerly ADMJ 040, ADJ 105, and ADMJ 005.		
<b>ADMJ 105</b> <b>Hours: 3 lec.</b>	<b>COMMUNITY &amp; HUMAN RELATIONS</b>	<b>3 UNITS CSU, UC</b>
Studies the relationship between criminal justice agents and the community, the causal and symptomatic aspects of community understanding and misunderstanding, and the lack of cooperation and mistrust between each. Suggests behavioral causes and ways to develop and maintain amicable relationships. Formerly ADMJ 040, ADJ 105, and ADMJ 005.		
<b>ADMJ 106</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO EVIDENCE</b>	<b>3 UNITS CSU</b>
Details the origin, development, philosophy, and constitutional basis of evidence, including constitutional and procedural considerations affecting arrest and search and seizure; kinds and degrees of evidence and rules governing admissibility; and judicial decisions interpreting individual rights. Case studies are viewed from a conceptual level. Formerly ADMJ 106, ADMJ 054, and ADMJ 006.		
<b>ADMJ 108</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO INVESTIGATIONS</b>	<b>3 UNITS CSU</b>
Establishes the fundamentals of investigation, techniques of crime scene search and recording, collection and preservation of physical evidence, modus operandi processes, sources of information, interviews and interrogations, and follow-up investigations. Formerly AJ 108, AJ 050.		
<b>ADMJ 112</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO CRIMINOLOGY</b>	<b>3 UNITS CSU</b>
An introduction to major types of criminal behavior, characteristics of offenders, and factors that contribute to crime and delinquency. The criminal justice process, the function of law enforcement, courts, probation, parole and institutions, changes in crime control and treatment processes, and the role of society are examined.		
<b>ADMJ 114</b> <b>Hours: 3 lec.</b>	<b>JUVENILE JUSTICE</b>	<b>3 UNITS CSU</b>
Covers techniques of handling juvenile offenders and victims, prevention and repression of delinquency, diagnosis and referral, and organization of community resources. An overview of juvenile law and court procedures. Formerly ADMJ 020 and ADMJ 014.		

**General Education/Core Class Identification**

Feather River College classes that satisfy lower-division General Education or CORE curriculum requirements of FRC, California four-year colleges, or the University of Nevada, Reno are designated by initial (FRC, CSU, IGETC, UNR) in the course description section of this catalog below unit designations. The UC designation indicates a University of California transferable course.

<b>ADMJ 116</b> <b>Hours: 3 lec.</b>	<b>VICE, NARCOTICS, &amp; ORGANIZED CRIME</b>	<b>3 UNITS CSU</b>
A study of drug identification, drug prevention techniques and strategies, and drug addiction treatment. Covers interrelations of organized crime and the community, the impact of covert criminal activities upon the social structure, symptoms of organized crime activity (i.e., vice, narcotics, and organized criminal enterprises), and political influences of organized crime in the legal system. An investigation of organized crime. Formerly ADMJ 016.		
<b>ADMJ 118</b> <b>Hours: 3 lec.</b>	<b>POLICE FIELD OPERATIONS</b>	<b>3 UNITS CSU</b>
Covers the history and development of patrol philosophy and planning for field activities to include functions of patrol, traffic, and other investigative duties of the field officer. Includes techniques for planning patrol activities; handling complaints and requests for services; mechanics of field interviews, searches, and arrests; handling traffic-related problems; civil and domestic disturbances; and other community crime incidents. Formerly, ADMJ 010 and ADMJ 018.		
<b>ADMJ 120</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO CORRECTIONS</b>	<b>3 UNITS CSU</b>
Surveys correctional science, including its historical development, current concepts and practice, explanations of criminal behavior, and functions and objectives of the criminal justice system concerned with institutional, probation, and parole processes as they modify the offender's behavior. Surveys professional career opportunities in public and private agencies. Formerly ADMJ 030 and ADMJ 020.		
<b>ADMJ 125</b> <b>Hours: 2 lec.</b>	<b>WILDLIFE LAWS &amp; ISSUES</b>	<b>2 UNITS CSU</b>
In-depth studies of wildlife issues, laws, and regulations throughout North America and the world. Students discuss and analyze the Endangered Species Act, commercialization of wildlife, illegal trade of wildlife, introduction of exotic species, effects of pollution on wildlife, depredation of wildlife, human populations' effect upon wildlife, and possible solutions to wildlife issues. Cross-listed with WLF 125 and ENV 125.		
<b>ADMJ 126</b> <b>Hours: 3 lec.</b>	<b>CRIME SCENE INVESTIGATION</b>	<b>3 UNITS CSU</b>
Prepares students interested in law enforcement with the basic knowledge to conduct crime scene investigations in accordance with established procedures and applicable laws. Formerly ADMJ 124AD.		
<b>ADMJ 128</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO TERRORISM</b>	<b>3 UNITS CSU</b>
Provides a historical overview of terrorism, its development in modern times, and its impact on society.		
<b>ADMJ 201</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO COMMUNITY POLICING</b>	<b>3 UNITS CSU</b>
Examines community policing as it involves a rethinking of the role of the police and restructuring of the police organization. Emphasizes community/police collaboration and policing as problem solving instead of responding to crime. Building partnerships with the community is emphasized, along with community-oriented policing and problem-oriented policing efforts.		
<b>ADMJ 203</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO MULTICULTURISM</b>	<b>3 UNITS CSU</b>
Focuses on the history of racism in America as it relates to police and minority relations. Places diversity in the context of other disciplines, such as anthropology, sociology, political science, and history. Covers police community relations, including the tension caused by minority concern with equal protection under the law and the police concern with crime control and order maintenance.		
<b>ADMJ 204</b> <b>Hours: 3 lec.</b>	<b>CRIMINAL LAW &amp; PROCEDURE</b>	<b>3 UNITS CSU, UC</b>
An examination of recent textual materials, government reports, and periodicals to study contemporary issues throughout the criminal justice system – police, courts, and corrections – including juvenile delinquency, crime rates and racial discrimination within the system, the death penalty, domestic and family violence, punishment and rehabilitation in the correctional system, police misconduct, police brutality, and excessive use of force. Formerly ADMJ 206.		

**ADMJ 206** **CURRENT ISSUES IN** **3 UNITS**  
**Hours: 3 lec.** **ADMINISTRATIVE JUSTICE** **CSU**  
 An introduction to major types of criminal behavior, characteristics of offenders, factors that contribute to crime and delinquency; the criminal justice process; the function of law enforcement, courts, probation, parole and institutions; changes in crime control and treatment processes; and the role of society. This course is conducted as a special project facilitated by the instructor.

**ADMJ 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270**  
 A student may take advanced course work in Administration of Justice after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer.

## ADMINISTRATIVE OFFICE MANAGEMENT

**AOM 002** **KEYBOARDING** **1 UNIT**  
**Hours: Approx. 3-6 lab**  
 Designed to teach mastery of the keyboard by touch, an essential skill for the Information Age. Goal for individuals is 30 words a minute with 3 or fewer errors. Internet-based. Formerly OCT 002.

**AOM 004** **KEYBOARDING II** **2 UNITS**  
**Hours: Approx. 6 lab**  
 Improves mastery of the keyboard by touch with practice in accuracy, speed, and control. Students identify and create a variety of documents used in office environments. Formerly OCT 004.

**AOM 014** **TEN-KEY** **1 UNIT**  
**Hours: Approx. 3-6 lab**  
 Designed to teach the numeric keypad with speed and accuracy using industry standards for data entry. Proficiency on three employment tests used by three interstate corporations help students meet employment standards. Especially helpful to people in the fields of data entry, accounting, insurance, banking and finance, and any other work that requires numeric input. Formerly OCT 014.

**AOM 015** **AUDIO TRANSCRIBING:** **2 UNITS**  
**Hours: 108 lab** **GENERAL**  
 Students key (type) while listening to audiotapes or CDs. From dictation, students transcribe mail-ready business documents, such as memos, letters, etc. Students should schedule approximately 6 hours each week in order to complete coursework. Formerly OCT 015.

**AOM 019** **TRANSCRIBING:** **2 UNITS**  
**Hours: 108 lab** **ALLIED HEALTH**  
 A unique approach to medical transcribing offers intensive, specialized training. Students learn and use the terminology of anatomy and the language used in hospitals, doctors' offices, and clinics.

**AOM 030** **AUDIO TRANSCRIBING** **2 UNITS**  
**Hours: 108 lab** **& TERMINOLOGY: LEGAL**  
 Develops fundamental knowledge of legal terms and definitions and legal forms. Students transcribe documents from audiocassette tapes or CDs. Covers information necessary for entry level position in legal office and associated fields.

**AOM 118** **MEDICAL TERMINOLOGY** **3 UNITS**  
**Hours: 3 lec., online** **CSU**  
 Origins, correct spelling, pronunciation, meaning, and current usage of common medial terms and their application to clinical records and reports. Emphasizes the roots, prefixes, suffixes and word combinations. Integrates the entire spectrum of information needed by allied health professionals who must understand medical terminology. Provides information necessary for job entry. Formerly OCT 118.1.

**AOM 120** **HEALTH INSURANCE** **3 UNITS**  
**Hours: 3 lec.** **PROFESSIONAL BILLING** **CSU**  
 Designed for Basic Track students who need a fundamental understanding of the claims filing process, but who will not be expected to file claims for the office. Designed for Specialist Track students preparing for entry-level positions as health insurance specialists or persons who have not had formal training in health insurance and wish to upgrade their skills. Formerly OCT 120.

**AOM 162** **SPEECH RECOGNITION** **2 UNITS**  
**Hours: 6-18** **FOR COMPUTER INPUT**  
 Uses voice-recognition to input information into the computer by voice/speech rather than by keyboard. Focuses on learning commands and techniques for continuous dictation. Covers commands for formatting and editing documents as well as for menu and keyboard manipulations.

**AOM 180** **PROFESSIONAL** **3 UNITS**  
**Hours: 3 lec.** **OFFICE PROCEDURES** **CSU**  
 An introduction to modern office systems and procedures with an emphasis on decision making, problem solving, time management, skill competencies, performance patterns, and human relations in the office environment. Integrates all office skills, including Intranet and Internet. Teaches theory and practice. Application of organizational and independent motivational techniques to the workplace. Alert: Knowledge of Microsoft applications and/or word processing, BUS120, basic Windows functions. Formerly OCT 180.

**AOM 182** **MEDICAL OFFICE** **3 UNITS**  
**Hours: 3 lec.** **PROCEDURES**  
 Teaches administrative responsibilities of the medical front office assistant. An emphasis on the tasks and procedures used to keep any allied health professional office running efficiently. Use of all skills. Lower-level management course. Teaches theory and practice. Application of organizational and independent motivational techniques to the workplace. Formerly OCT 182.

**AOM 184** **MS OFFICE FOR THE PROFESSIONAL** **1.5 UNITS**  
**Hours: 1.5-3 lec.** **BASIC WORD & EXCEL** **CSU**  
 Exploration of Microsoft Office applications that covers fundamental competencies in Word and Excel. Create, format, save, and print in both applications. Includes object linking and embedding (OLE) and the sharing of data between applications where appropriate. Alert: Knowledge of Windows and touch typing (keyboarding). Formerly OCT 184.

**AOM 185** **MS OFFICE FOR THE PROFESSIONAL -- BASIC** **1.5 UNITS**  
**Hours: 1.5-3 lec.** **POWERPOINT, ACCESS & PUBLISHER** **CSU**  
 Exploration of Microsoft Office applications that covers fundamental competencies in PowerPoint, Access, and Publisher. Create, format, save, and print in each application. Includes object linking and embedding (OLE) and the sharing of data between applications where appropriate. Formerly OCT 185.

**AOM 186** **MS OFFICE FOR THE PROFESSIONAL--** **1.5 UNITS**  
**Hours: 1.5-3 lec.** **ADVANCED WORD & EXCEL** **CSU**  
 Exploration of Microsoft Office Word and Excel applications at a more advanced level than AOM184. Covers more competencies in Word and Excel. Alert: Knowledge of Windows, touch typing (keyboarding), and basics of Microsoft Word and Excel applications.

**AOM 187** **MS OFFICE FOR THE PROFESSIONAL--** **1.5 UNITS**  
**Hours: 1.5-3 lec.** **ADVANCED POWERPOINT, ACCESS & PUBLISHER** **CSU**  
 Exploration of Microsoft Office PowerPoint, Access, and Publisher applications at a more advanced level than AOM 185. Covers many more skills and competencies in PowerPoint, Access, and Publisher. Alert: Knowledge of Windows, touch typing (keyboarding), and basics of Microsoft PowerPoint, Access, and Publisher applications. Formerly OCT 187.

**AOM 190** **WORD PROCESSING:** **2 UNITS**  
**Hours: 108** **MICROSOFT WORD IN DEPTH** **CSU**  
 Increases skills and techniques in MS Word that will be useful in office and non-office environments, including greater competence in command structure, formatting, and editing, text conversion and outlining. Covers MS Word certification objectives. Alert: AOM 184 or introductory knowledge of MS Word prerequisite. Formerly OCT 190.



**AOM 291 DIRECTED STUDY 1-5 UNITS CSU**  
**Hours: 54-270**  
 A student may take advanced course work or complete a student-designed project in Administrative Office Management after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are described in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students must also have written approval of the instructor, Division Chair, and Chief Instructional Officer. (Specific details in Syllabus/Learning Contract.) Formerly OCT 291AD-295AD.

**AOM 401 INTERNET FOR TECHNOPHOBES 2 UNIT**  
**Hours: 6- 18**  
 Gives students the tools to begin or expand their Internet and computer skills. Students explore types of computers, Internet Service Providers (ISPs), and security while online. Students gain a lifelong hobby that will allow skill improvement and social interaction, two important elements in promoting brain health for successful aging.

**AGRICULTURE BUSINESS**

**AGAB 088 RANCH MANAGEMENT 2.5 UNITS**  
**Hours: 2 lec., 1.5 lab**  
 Involves the organization and operation of farm and ranch businesses and identification of factors affecting profitability. Evaluation of the business for increased efficiency, profit, and the application of budgeting to laboratory farm/ranch and independent analysis of a ranch/farm. Formerly AG 088.

**AGAB 098 PROFESSIONAL DEVELOPMENT & CONTINUING EDUCATION IN AGRICULTURE 1.5 UNITS**  
**Hours: 3 lec.**  
 Designed to assist students with skills for successfully obtaining employment or continuing education in the agriculture field. Addresses job-seeking skills, presentation, interviewing, resume development, and transfer procedures to other educational programs. Includes critique of the Agriculture Program and knowledge acquired while at Feather River College.

**AGAB 110 INTRODUCTION TO AGRICULTURE BUSINESS 3 UNITS CSU, UC**  
**Hours: 3 lec.**  
 A survey and basic understanding of the business and economics of the agriculture industry. An introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer, and 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. Formerly AG 110.

**AGAB 112 AGRICULTURE SALES & COMMUNICATION 3 UNITS CSU, UC**  
**Hours: 2 lec., 3 lab**  
 Studies principles of the selling process: selling strategies and approaches, why and how people buy, prospecting, and customer service. Explores self-management, communication, and interpersonal skills necessary in developing leadership qualities and facilitating teamwork within the agribusiness sector. Students gain experience through role-play and formal sales presentations. Formerly AG 112.

**AGAB 150 AGRICULTURE COMPUTER APPLICATIONS 3 UNITS CSU, UC**  
**Hours: 3 lec.**  
 Computer use in the workplace with an emphasis on agribusiness situations. Covers computer applications, including word processing, spreadsheets, databases, and presentation managers. Instruction on accessing information through the Internet, telecommunications, an introduction to Webpage design, and other software applications appropriate to agribusiness. Formerly AG 150.

**ANIMAL SCIENCE**

**AGAS 120 INTRODUCTION TO ANIMAL SCIENCE 3 UNITS CSU, UC**  
**Hours: 2 lec., 3 lab**  
 A survey of the livestock industry, supply of animal products, and their uses in animal production. Special emphasis on the origin, characteristics, adaptation, and contributions of farm animals to the agriculture industry. Students analyze the economic and environmental roles of animal production and companionship in society. Formerly AG 120.

**AGAS 125 ANIMAL FEEDS AND NUTRITION 3 UNITS CSU, UC**  
**Hours: 2 lec., 3 lab**  
 An introduction to the science of animal nutrition and the fundamentals of digestion and absorption in both ruminants and non-ruminants. Emphasizes the nutritive value of feeds as they relate to the formulation of livestock rations, including by-product feeding. Formerly AG 125.

**AGAS 164 ANIMAL BEHAVIOR 3 UNITS**  
**Hours: 3 lec.**  
 A general introduction to animal behavior. Behavior of individual animals, animal relationships, origins of behavior, and social organizations are discussed. Cross-listed as BIOL 164.

**EQUINE STUDIES**

**AGEQ 001 WESTERN HORSEBACK RIDING FOR BEGINNING RIDERS .5-2 UNITS**  
**Hours: .25-1 lec., .75-3 lab**  
 Designed to teach horseback riding to beginners with little or no previous experience and those who have experience riding, but have not had the opportunity for structured study. Students develop their skills through practical experience with individualized equitation lessons in a group setting. Formerly EQS 001.

**AGEQ 006 ELEMENTS OF HORSESHOING 1 UNIT**  
**Hours: 8 lec.; 2 days**  
 Anatomy and physiology of horse leg and foot and recognizing a quality horseshoing job, trimming feet, fitting and nailing shoes. Formerly EQS 006.

**AGEQ 009 FUNDAMENTALS OF DRAFT HORSE DRIVING 1 UNIT**  
**Hours: 16 lec., 2 days**  
 Covers work horse history, attitude, approach, dynamics of draft, anatomy, health care, harness and harnessing, and principles of driving. Formerly EQS 009.

**AGEQ 102 ELEMENTS OF HORSE PRODUCTION 3 UNITS CSU, UC**  
**Hours: 2.5 lec., 1.5 lab**  
 A 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 anatomy and physiology, and equine career options. Formerly EQS 102.

**AGEQ 103 WESTERN EQUITATION I 2 UNITS CSU, UC**  
**Hours: 1 lec., 3 lab**  
 Designed to teach horseback riding to students with little or no previous experience and those who have experience riding, but have not had the opportunity for structured study. Students develop their skills through practical experience with individualized equitation lessons in a group setting. Formerly EQS 103.

**AGEQ 104 HORSE CONFORMATION AND JUDGING 1 UNIT CSU**  
**Hours: 18 lec.; 2 days**  
 Surveys the varied elements of horse conformation as it relates to the horse in action. Students identify desired horse conformation for the various types of equitation and demonstrate an overall knowledge of how the horse moves. Formerly EQS 104.

**AGEQ 105** **ELEMENTS OF HORSE TRAINING** **.5-4 UNITS**  
**Hours: 9-72 lec.; 1-8.5 day** **CSU**  
 Surveys the various elements of horse training techniques. Students identify advanced training philosophy and the various techniques of horse training. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 are completed prior to or concurrent to enrollment in AGEQ 105. Formerly EQS 105.

**AGEQ 106** **WESTERN EQUITATION II** **2 UNITS**  
**Hours: 1 lec., 3 lab** **CSU**  
 Teaches intermediate and advanced western equitation skills to students with previous western riding experience. Students develop skills through practical experience and individualized equitation lessons in a group setting. Covers grooming and fitting, use of equipment, groundwork as it relates to riding, use of natural riding aids (hands, legs, seat), and advanced horsemanship under saddle. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 is completed prior to or concurrent to enrollment in AGEQ 106. Formerly EQS 106.

**AGEQ 107** **ELEMENTS OF PACK STATION & STABLE OPERATIONS** **3 UNITS**  
**Hours: 2.5 lec., 1.5 lab** **CSU**  
 Discusses major business aspects and skills of a horse pack station and stable management. Exposes students to current Equine Studies theories and their practical application and provides students with specific skills in the Equine Studies field. Alert: Students should be concurrently enrolled in AGEQ 107 and AGEQ 108. Formerly EQS 107.

**AGEQ 108** **PACK STATION & STABLE OPERATION FIELD EXPERIENCE** **2 UNITS**  
**Hours: 1 lec., 2 lab (6 weeks);** **CSU**  
 10 lec., 36 lab (3-day pack trip)  
 Demonstrates the practical skills necessary in the organization and implementation of a pack trip. Concludes with a three-day pack trip planned and organized by the students. Alert: Students should be concurrently enrolled in AGEQ 107 and AGEQ 108. Formerly EQS 108.

**AGEQ 140** **INTRODUCTION TO EQUINE BEHAVIOR AND TRAINING** **2 UNITS**  
**Hours: 1.5 lec., 1.5 lab** **CSU**  
 An introduction to the principles involved in handling and training horses with an emphasis on the historical perspectives and technical development of the unique cooperation between horses and humans. Covers equine behavior patterns and training philosophy, evolution of horsemanship, development of training equipment, and alternative equine health care and therapies. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 are completed prior to or concurrent to enrollment in AGEQ 140. Formerly EQS 140.

**AGEQ 141** **EQUINE BEHAVIOR AND TRAINING** **2 UNITS**  
**Hours: 1.5 lec., 1.5 lab** **CSU**  
 Principles involved in handling and training horses utilizing behavior modification procedures that emphasize communication through knowledge, skills, and respect for the horse. Includes equine training behavior patterns on the ground and in the saddle. Innovative horse training techniques, equine training problems, and general solutions. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 and AGEQ 140 are completed prior to enrollment in AGEQ 141. Formerly EQS 141.

**AGEQ 175** **RANCH SKILLS SHORT COURSE** **10 UNITS**  
**Hours: 162 lec., 54 lab; 5 weeks** **CSU**  
 Specific skill development through practical experience in techniques of western horseback riding, elements of horse training, and fundamentals of ranch work with horses. Successful achievement of course objectives will lead to Certificate of Completion in the Ranch Skills Short Course. Students will receive credit for AGEQ 103 (2 units), AGEQ 105 (2 units), AGEQ 210 (2 units), AGEQ 212 (2 units), and AGEQ 225 (2 units). This course is taught only in the summer. Formerly EQS 175.

**AGEQ 205** **TRAINING YOUNG HORSES UNDER SADDLE** **2 Units**  
**Hours: 1 lec., 3 lab** **CSU**  
 Covers the principles and applications of equine behavior modification for training young horses in ground work and various maneuvers under saddle, including gaits, leads, backing, stopping, turning, and rope work. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 are completed prior to or concurrent to enrollment in AGEQ 205. Formerly EQS 205.

**AGEQ 208** **ADVANCED PACK STATION & STABLE OPERATIONS FIELD EXPERIENCE** **2 UNITS**  
**Hours: 1 lec., 2 lab (6 weeks);**  
 10 lec., 36 lab (3-day pack trip)  
 Demonstrates the practical skills necessary in the organization and implementation of a pack trip. Concludes with a three-day pack trip planned and organized by the students. Alert: AGEQ 107 and AGEQ 108 prerequisites. Formerly EQS 208.

**AGEQ 210** **INTRODUCTION TO RANCH WORK WITH HORSES** **1-3 UNITS**  
**Hours: 1-3 lec.** **CSU**  
 Techniques and skills necessary for cattle/guest ranch operation and selection of equipment and horses. Covers the principles of working cattle and ranch roping, specializing in the training of horses for ranch work. Alert: It is highly recommended AGEQ 103 or AGEQ 175 and AGEQ 105 are completed prior to or concurrent to enrollment in AGEQ 210. Formerly EQS 210.

**AGEQ 212** **APPLIED RANCH SKILLS WITH HORSES** **1-3 UNITS**  
**Hours: 1-3 lec.** **CSU**  
 Offers information essential to various careers in the agricultural and cattle/guest ranch recreation industry, including advanced roping and cattle working techniques. Alert: It is highly recommended that AGEQ 103 and AGEQ 210 or AGEQ 175 are completed prior to or concurrent to enrollment in AGEQ 212. Formerly EQS 212.

**AGEQ 214** **HANDLING AND CARE OF THE FOAL, WEANLING, AND YEARLING HORSE** **1 UNIT**  
**Hours: .5 lec., 1.5 lab** **CSU**  
 Focuses on the management and training of foals, weanlings, and yearling horses at halter. Emphasizes safe and practical behavior training techniques, as well as current handling practices utilized in health care, farrier science, and ground working exercises. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 and AGEQ 205 are completed prior to or concurrent to enrollment in AGEQ 214. Formerly EQS 214.

**AGEQ 225** **ADVANCED HORSE TRAINING** **.5-4 UNITS**  
**Hours: 9 lec.; 1-8 days** **CSU**  
 Surveys the techniques and philosophies of training horses to show in advanced performance events. Students identify advanced training philosophies and techniques of horse training and showing performance horses. Alert: It is highly recommended that AGEQ 103 or AGEQ 175 and AGEQ 105 are completed prior to or concurrent to enrollment in AGEQ 225. Formerly EQS 225.

**AGEQ 299** **SPECIAL PROJECTS IN EQUINE STUDIES** **1-4 UNITS**  
**Hours: 0.5-2 lec., 1.5-6 lab**  
 Individual opportunities to study investigative research and participate in specific topics in fundamentals of horse training. Western equitation, packing skills, and horse health and reproduction. Students complete different performance objectives for each unit of credit. Formerly EQS 202.

### EQUINE STUDIES RODEO

**AGEQ 180** **RODEO SKILLS & TECHNIQUES- MEN'S EVENTS** **1-4 UNITS**  
**Hours: .5-2 lec., 1.5-6 lab** **CSU, UC**  
 Focuses on fundamental theory and practice of intercollegiate men's rodeo events, including bareback riding, saddle bronc riding, bull riding, tie down roping, steer wrestling, team roping emphasizing the physiological fundamentals, history of the sport, scoring, rule interpretation, and judging. Students study and practice the skills and techniques necessary to participate in intercollegiate men's rodeo events. Alert: Approval of instructor in regards to student's minimum physical and mental abilities necessary to participate in rodeo events. Formerly EQS 180.

**AGEQ 181** **RODEO SKILLS & TECHNIQUES – WOMEN'S EVENTS** **1-4 UNITS**  
**Hours: .5-2 lec., 1.5-6 lab** **CSU, UC**  
 Focuses on fundamental theory and practice of intercollegiate women's rodeo events, including barrel racing, goat tying, break-away roping, team roping emphasizing the physiological fundamentals, history of the sport, scoring, rule interpretation, and judging. Students study and practice the skills and techniques necessary to participate in intercollegiate women's rodeo events. PREQ: Approval of instructor in regards to student's minimum physical and mental abilities necessary to participate in rodeo events. Formerly EQS 181.

**AGEQ 182 INTERCOLLEGIATE RODEO 2 UNITS**  
**Hours: 1 lec., 3 lab CSU, UC**

Students develop proficiency in men's and women's intercollegiate rodeo events. Methods in competitive performance and individual and team strategy in a National Intercollegiate Rodeo Association (NIRA) sanctioned competition event. Students travel to college rodeos and practices. Classes held at the rodeo facility. Alert: Recommended previous or concurrent enrollment in AGEQ 180 or 181. Limited to students who qualify to compete in NIRA events. Formerly EQS 182.

**AGEQ 184 ADVANCED INTERCOLLEGIATE RODEO 2 UNITS**  
**Hours: 1 lec., 3 lab CSU**

Students further develop proficiency in men's and women's intercollegiate rodeo events. In-depth advanced techniques of competitive performances and individual and team strategy in National Intercollegiate Rodeo Association (NIRA) sanctioned competitions. Students travel to various college rodeos and practices. Classes be held at the rodeo facility. Alert: Recommended previous or concurrent enrollment in AGEQ 182. Limited to students who qualify to compete in NIRA events. Formerly EQS 184.

**AGEQ 186 RODEO PRODUCTION 1 UNIT**  
**Hours: 1 lec., 3 lab; 9 weeks CSU**

Practical application of planning, organizing, and staging an intercollegiate rodeo. Students participate in all aspects of rodeo production, procedures, promotion, finance, rodeo contractors, and sponsorship. Students must serve on a rodeo committee and work outside of class and on the weekends of the rodeo. Formerly EQS 186.

**AGEQ 280 ADVANCED MEN'S RODEO TECHNIQUES 1-5 UNITS**  
**Hours: .5-2 lec., 1.5-6 lab CSU**

Focuses on advanced theory and practice of intercollegiate men's rodeo events, including bareback riding, saddle bronc riding, bull riding, tie down roping, steer wrestling, team roping emphasizing the physiology and physical foundations, history of the sport, scoring, rule interpretation, and judging. Students study and practice the skills and techniques necessary to participate in intercollegiate men's rodeo events. Formerly EQS 280.

**AGEQ 281 ADVANCED WOMEN'S RODEO TECHNIQUES 1-5 UNITS**  
**Hours: .5-2 lec., 1.5-6 lab CSU**

Focuses on advanced theory and practice of intercollegiate women's rodeo events, including barrel racing, goat tying, break-away roping, team roping emphasizing the physiological fundamentals, history of the sport, scoring, rule interpretation, and judging. Students study and practice the skills and techniques necessary to participate in intercollegiate women's rodeo events. Formerly EQS 281.

### MECHANIZED AGRICULTURE

**AGMA 084 RANCH OPERATIONS: FENCING & IRRIGATION 2 UNITS**  
**Hours: 2 lec., 3 lab**

A general introduction to irrigation and fencing principles: plant, soil, and water relationships; soil moisture-sensing devices; delivery systems; design of drip, sprinkler, and surface irrigation systems; and use of chemigation. General knowledge of the fencing industry, including supplies, design, materials, and differing types of fencing. Formerly AG 084.

**AGMA 108 TRACTOR OPERATION 3 UNITS**  
**Hours: 2.5 lec., 1.5 lab**

Covers design principles, selection, maintenance, adjustment, and safe operation of wheel and track-type tractors used in agriculture and the construction industry. Formerly AG 164.

**AGMA 116 AGRICULTURE WELDING 3 UNITS**  
**Hours: 2 lec., 3 lab**

Entry level welding skill development in modern agriculture welding and cutting processes, theory, and practice. Emphasis on safety regulations as established by the National and State Occupational Health and Safety Act.

**AGMA 132 ADVANCED AGRICULTURE WELDING 3 UNITS**  
**Hours: 2 lec., 3 lab**

An intermediate level agriculture welding course designed to develop skills in shielded metal arc welding, gaseous metal arc welding, gaseous tungsten arc welding, and plasma arc cutting. Emphasis on safety regulations as established by the National and State Occupational Health and Safety Act. Alert: It is highly recommended that AGMA 116 is completed prior to enrollment in AGMA 132 or that the student receive prior approval by instructor.

**AGMA 140 BEGINNING AGRICULTURE METAL FABRICATION 3 UNITS**  
**Hours: 2 lec., 3 lab**

Provides basic shop and job site fundamentals of welding to allow students to design and apply arc and mig welding techniques, as well as acetylene cutting in the field. Formerly AG 140.

**AGMA 146 INTRODUCTORY AG. STRUCTURAL TECHNOLOGY 3 UNITS**  
**Hours: 2 lec., 3 lab**

Introduces planning and designing various types of farm buildings necessary for agricultural enterprises. Characteristics, types, fabrication techniques, and costs of construction materials used in farm buildings are be studied. Includes a practical course in building metal, wood, or composite frame buildings from planning to finish. Formerly AG 146.

**AGMA 160 INTRODUCTION TO MECHANIZED AGRICULTURE 3 UNITS**  
**Hours: 2 lec., 3 lab**

Students learn basic mechanical skills in woodworking, cold metal, electricity, plumbing, concrete, and project construction skills as related to farm maintenance and repair. Hand and power tool use skills are developed. Safety practices for all mechanical areas are covered. Formerly AG 160.

### PLANT SCIENCE

**AGPS 210 INTRODUCTION TO SOIL SCIENCE 3 UNITS**  
**Hours: 2 lec., 3 lab CSU**

An introduction to the biological, chemical, and physical properties of soils. Includes the relationship of soil characteristics to land management, maintenance of soil productivity, soil erosion processes and erosion control methods, soil classification, and the use of soil survey information in agriculture, watershed, and wildlife applications. The relationship of soil properties and the geologic/geomorphic setting is emphasized. Alert: Students are advised to have taken an introductory chemistry class (CHEM 102 or equivalent). Cross-listed with ENVR 210.

### GENERAL AGRICULTURE

**AG 291 DIRECTED STUDY 1-6 UNITS**  
**Hours: 0.5-4 lec., 1.5-8 lab**

A student may take advanced coursework or complete a student-designed project in Agriculture after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Department Chair, and Chief Instructional Officer. (Specific details in Syllabus/Learning Contract.)

### AMERICAN SIGN LANGUAGE

**ASL 130 BEGINNING AMERICAN SIGN LANGUAGE I 3 UNITS**  
**Hours: 2.5 lec., 1.5 lab CSU, UC**

Introduction to American Sign Language (ASL), including vocabulary, grammar, conversational skills, and cultural awareness. Formerly SPED 130.



**ASL 132** **BEGINNING AMERICAN SIGN LANGUAGE II** **3 UNITS**  
**Hours: 2.5 lec., 1.5 lab** **CSU, UC, IGETC**  
 Continuation of American Sign Language (ASL), offering students a broader scope of language functions and communication skills. Study in ASL, vocabulary, syntax, and grammar are emphasized at a beginning level. Further study in deaf culture awareness. Cultural aspects of the deaf community are introduced and studied throughout the course. Alert: ASL 130 or evaluation by instructor prerequisite. Formerly SPED 040 and ASL 140.

**ASL 134** **INTERMEDIATE AMERICAN SIGN LANGUAGE I** **3 UNITS**  
**Hours: 2.5 lec., 1.5 lab** **CSU, UC, IGETC**  
 Introduction to intermediate study of vocabulary, syntax, and grammar of American Sign Language (ASL). Instruction focuses on increasing conversational skills, idiomatic usage, and ASL colloquialisms. Increasing emphasis on receptive and expressive narrative skills. Contact with members of the deaf community is required. Alert: ASL 130 and ASL 132 prerequisites.

## ANTHROPOLOGY

**ANTH 100** **CULTURAL ANTHROPOLOGY** **3 UNITS**  
**Hours: 3 lec.** **CSU, IGETC**  
 A survey of the nature of culture, cross-cultural analysis of human behavior, and the history of cultural growth. Material culture, social-political organization, religion/world view, language, and aesthetics. Emphasis on non-literate societies, comparative western customs, and contemporary problems. Formerly ANTH 002 and ANTH 102.

**ANTH 104** **COMPARATIVE RELIGIONS** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 A comparative analysis and study of religious practices, beliefs, and rituals within their cultural context. Traditions are examined through anthropological, historical, textual and cognitive approaches. Includes religion in culture and society, Taoism, Judaism, Christianity, and Islam.

**ANTH 106** **INTRODUCTION TO PREHISTORY & ARCHAEOLOGY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Contemporary archaeology and discoveries that have shaped our view of world prehistory. Methods and techniques to reconstruct the past, physical evidence, and major events of human history are covered. Includes human origins, occupation of the New World, origins of agriculture, rise of civilizations, and relevance of the archaeological perspective. Formerly ANTH 003 and ANTH 101. Alert: ANTH 10 prerequisite.

**ANTH 106L** **ARCHAEOLOGY & PREHISTORY LAB** **1 UNIT**  
**Hours: 3 lab** **CSU, UC**  
 Archaeological lab and fieldwork offered in conjunction with ANTH 106.

**ANTH 120** **PHYSICAL ANTHROPOLOGY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Descriptive course covering a view of the biological evidence of human evolution and the social and ecological interpretations of that evidence. Includes the nature of human variation, primate taxonomy, and social behavior and the fossil discoveries leading to our current view of human development.

**ANTH 120L** **PHYSICAL ANTHROPOLOGY LABORATORY** **1 UNIT**  
**Hours: 3 lab** **CSU, UC, IGETC**  
 An introductory lab demonstrates the methods of science while investigating anthropological topics in a lab environment. Covers application of the scientific method with regard to evolutionary theory, biological variation/genetics, the human skeleton and its measurements, comparative osteology of primates, and lithic technology. Alert: ANTH 120 prerequisite or co-requisite.

**ANTH 150** **NORTH AMERICAN INDIANS** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Introduces students to a broad study of North American Indian cultures by cultural area. Traces the archeological evidence for the origin and migration of Native Americans into the new world and the development of their distinctive societies in relation to ecological adaptation, linguistic divergence, kinship structures, technology, and religious beliefs and ritual practices. Alert: ANTH 100 prerequisite. Formerly ANTH 005.

**ANTH 160** **THE MAIDU STEWARDSHIP FIELD PROJECT** **1.5 UNITS**  
**Hours: 3-15 lab** **CSU**  
 Learning experiences in anthropology obtained through participation in the Maidu Stewardship Field Project. This learning experience includes the identification and monitoring of vegetation, mapping, the implementation of Maidu management methods, and other anthropological fieldwork studies.

**ANTH291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced coursework in Anthropology after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instruction Officer. Alert: Students must demonstrate ability in area of study.

## ART

**ART 010** **ART EXPLORATIONS** **1 UNIT**  
**Hours: 1 lec.**  
 Explores a variety of art modalities as an introduction to skill building in the visual arts. Topics range from two-dimensional arts such as drawing and painting, to three-dimensional sculpting in various materials, to crafts such as weaving and mosaics.

**ART 055** **WATERCOLOR PAINTING** **1.5 UNITS**  
**Hours: .5 lec., 3 lab**  
 A systematic study of watercolor techniques and materials and their aesthetic application.

**ART 056** **BASIC OIL PAINTING** **1.5 UNITS**  
**Hours: .5 lec., 3 lab**  
 Basic techniques of painting in oil medium. Application of principles of oil color mixing and color harmony. Basic composition, particularly those aspects that deal with grouping color movements on both the picture plane and illusionary space.

**ART 057** **INTERMEDIATE OIL PAINTING** **1.5 UNITS**  
**Hours: .5 lec., 3 lab**  
 Continued application of oil painting techniques with emphasis on creating the illusion of textures and various surfaces, such as metal, cloth, leather, glass, etc. Varied subject matter and painting styles are emphasized, including experimentation within a structured program and concepts developed in ART 056AB.

**ART 058** **ADVANCED OIL PAINTING** **1.5 UNITS**  
**Hours: .5 lec., 3 lab**  
 Advanced oil painting techniques and approaches. Development of personal imagery moving toward individual objectives in painting. Parallel development of basic concepts relevant to the relationship of form to idea.

**ART 100** **ART APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 An introduction for both the general interest and art major student. Surveys the nature and role of the visual arts in society with an overview of art history, theory, and practices. Explores various art media. Cross-listed with HUMN 100.

<b>ART 107</b> <b>Hours: 2 lec., 3 lab</b>	<b>TWO-DIMENSIONAL DESIGN</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Foundations in the application and appreciation of the elements and principles of design as they relate to the two-dimensional surface using line, shape, color, value, texture, and space, and the exploration of art historical examples and aesthetics related to creative expression in two-dimensional design.		
<b>ART 109</b> <b>Hours: 2 lec., 3 lab</b>	<b>THREE-DIMENSIONAL DESIGN</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Basic three-dimensional design, with concepts and exercises to develop knowledge, skills appreciation, and aesthetic judgment. Students explore and understand visual elements and principles.		
<b>ART 116</b> <b>Hours: 2 lec., 3 lab</b>	<b>DRAWING I</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Beginning drawing of natural and man-made forms from observation and imagination. Experimentation with media processes and composition to develop perceptual skills.		
<b>ART 117</b> <b>Hours: 2 lec., 3 lab</b>	<b>DRAWING II</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Students advance in drawing, emphasizing technical skill development and conceptual skill development as they relate to the two-dimensional surface using a variety of media and techniques. Formerly ART 116.		
<b>ART 118</b> <b>Hours: .5 lec., 3 lab</b>	<b>EXPRESSIVE DRAWING</b>	<b>1.5 UNITS</b> <b>CSU, UC</b>
Explores the tools and techniques of drawing with an emphasis on graphic self-expression using a variety of media, both traditional and non-traditional. Alert: ART 116 prerequisite or co-requisite. Formerly ART 018.		
<b>ART 120</b> <b>Hours: 1 lec., 3 lab</b>	<b>PASTEL PAINTING</b>	<b>2 UNITS</b> <b>CSU, UC</b>
Explores pastel painting as a bridge between drawing and painting, emphasizing the use of color, composition, and technique to create works based on varied subject matter from life and the imagination.		
<b>ART 122</b> <b>Hours: 2 lec., 3 lab</b>	<b>PAINTING I</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Consists of studio experiments in the materials and techniques necessary for painting in oils and acrylics and concepts of pictorial composition, including spatial arrangement, design, and color mixing, supplemented with the examination of paintings by traditional and contemporary artists (acrylic or oil paint).		
<b>ART 124</b> <b>Hours: 2 lec., 3 lab</b>	<b>PAINTING II</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Consists of advanced studio experiments for exploring various painting techniques using still life, landscape, the clothed human figure, and abstraction for subjects. Emphasizes the conceptual and technical aspects of painting in oils and acrylics with examination of works from historical and contemporary art sources. Alert: ART 122 or equivalent skill prerequisite.		
<b>ART 126</b> <b>Hours: 2 lec., 3 lab</b>	<b>FUNDAMENTALS OF COLOR</b>	<b>3 UNITS</b> <b>CSU</b>
Exploration of color by examining color theory with studio experiments using colored papers and paint to understand color properties, interactions, relationships, and effects.		
<b>ART 128</b>	<b>BEGINNING PRINTMAKING</b>	<b>3 UNITS</b>
An introduction to printmaking using various methods of image production, linoleum and wood block printing, collograph, engraving, etching, and monotype printing, with an emphasis on composition, idea development, and the study of historical examples.		
<b>ART 130</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTRODUCTION TO ART: TWO-DIMENSIONAL</b>	<b>3 UNITS</b> <b>CSU</b>
A survey of art themes and styles from history combined with related studio experiments in drawing, painting, and printmaking.		

<b>ART 132</b> <b>Hours: 2 lec., 3 lab</b>	<b>LIFE DRAWING I</b>	<b>3 UNITS</b> <b>CSU</b>
Consists of studio experiments in drawing the human figure, clothed and nude, with emphasis on anatomical structure, expressive content, and techniques and methods of depiction.		
<b>ART 134</b> <b>Hours: 2 lec., 3 lab</b>	<b>LIFE DRAWING II</b>	<b>3 UNITS</b> <b>CSU</b>
Continues the structural study of the human form with emphasis on exploring expressive concepts, media and techniques, and methods of depiction. Alert: ART 132 or equivalent skill required.		
<b>ART 136</b> <b>Hours: 2 lec., 3 lab</b>	<b>LIFE PAINTING I</b>	<b>3 UNITS</b> <b>CSU</b>
Consists of studio experiments in painting the nude and clothed human figure in oils and acrylics with emphasis on anatomical structure, expressive content, and techniques and methods of depiction.		
<b>ART 138</b> <b>Hours: 2 lec., 3 lab</b>	<b>LIFE PAINTING II</b>	<b>3 UNITS</b> <b>CSU</b>
Continues studio experiments in painting the nude in oils and acrylics with emphasis on anatomical structure, expressive content, and composition. Emphasizes aesthetic considerations, advanced techniques and methods of depiction, and development of personal style. Alert: ART136 or equivalent skill prerequisite.		
<b>ART 140</b> <b>Hours: 2 lec., 3 lab</b>	<b>SCULPTURE I</b>	<b>3 UNITS</b> <b>CSU</b>
Explores practical techniques and conceptual processes involved in creating three-dimensional art in a variety of materials, such as clay, plaster, metal, stone, and wood.		
<b>ART 142</b> <b>Hours: 2 lec., 3 lab</b>	<b>SCULPTURE II</b>	<b>3 UNITS</b> <b>CSU</b>
Continues to explore the practical techniques and conceptual processes involved in creating three-dimensional art in a variety of materials, such as clay, plaster, metal, stone, and wood.		
<b>ART 144</b> <b>Hours: 2 lec., 3 lab</b>	<b>CERAMICS I</b>	<b>3 UNITS</b> <b>CSU</b>
Explores many ceramic forms using ceramic clay. Emphasizes clay preparation, design, hand-building techniques, beginning wheel throwing, glazing, and the firing process.		
<b>ART 146</b> <b>Hours: 2 lec., 3 lab</b>	<b>CERAMICS II</b>	<b>3 UNITS</b> <b>CSU</b>
Continues to explore clay as a ceramic medium with emphasis on clay preparation, design and implementation, wheel throwing techniques, glazing, and the firing process.		
<b>ART 150</b> <b>Hours: 1 lec., 3 lab</b>	<b>BEGINNING PHOTOGRAPHY</b>	<b>2 UNITS</b> <b>CSU, UC</b>
Basic principles of photography, including technique, design, and content. Students learn the basic properties of light, the function of camera and lens, control of exposure and development, basic processes of black and white printing, presentation of final image, visualization and critical interpretation of photographs. Students may need to provide a manual camera. (The College has a limited number to loan.)		
<b>ART 151</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTERMEDIATE PHOTOGRAPHY</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Intermediate principles of black-and-white photography. Negative control techniques. Photographing in natural and artificial light. Exhibition quality printing. Critical interpretation of the art form. Students may need to provide a manual camera (The College has limited cameras to loan.). Alert: ART 150 or instructor approval prerequisite.		

<b>ART 152</b> <b>Hours: 27-108</b>	<b>OPEN PHOTOGRAPHY LABORATORY</b>	<b>.5-2 UNITS CSU</b>
Provides a basic understanding of darkroom procedures and an opportunity for in-depth study or practicum experience for an individual student in a selected topic of photography. Students may enroll throughout the semester, choosing in advance to complete .5 unit (27 hours), 1 unit (54 hours), or 2 units (108 hours). Completed hours are logged. Alert: Must be taken in conjunction with another photography course. ART 150 or instructor approval prerequisite.		
<b>ART 166</b> <b>Hours: 3 lec.</b> IGETC	<b>ART OF THE MODERN PERIOD</b>	<b>3 UNITS CSU, UC,</b>
A survey of important styles, artists, and examples of art from the late 19th century to the present. Subjects such as painting, sculpture, architecture, prints, photography, assemblage, multi-media, and installations are studied.		
<b>ART 170</b> <b>Hours: 3 lec.</b>	<b>HISTORY OF ASIAN ART</b>	<b>3 UNITS CSU, UC, IGETC</b>
A survey of important styles, artists, and examples of art from prehistory to present in the regions of Asia, including India, China, Japan, Indonesia, and Korea.		
<b>ART 172</b> <b>Hours: 3 lec.</b>	<b>WORLD ART HISTORY TO 1500</b>	<b>3 UNITS CSU, UC, IGETC</b>
History and aesthetic appreciation of World Art, including representative art from Europe, Asia, Africa, the Americas, and Oceania from prehistory to 1500 C.E.		
<b>ART 174</b> <b>Hours: 3 lec.</b>	<b>WORLD ART HISTORY SINCE 1500</b>	<b>3 UNITS CSU, UC, IGETC</b>
History and aesthetic appreciation of World Art since 1500 C.E., including representative art from Europe, Asia, Africa, the Americas, and Oceania.		
<b>ART 176</b>	<b>BEGINNING ILLUSTRATION</b>	<b>3 UNITS</b>
Develops basic skills in image production for illustration of greeting cards, calendars, books, and other commercial projects using a variety of non-digital media and techniques.		
<b>ART 201</b> <b>Hours: 1 lec.</b>	<b>BUSINESS OF ART</b>	<b>.5-1 UNITS CSU</b>
Covers record keeping, legal issues, pricing, marketing, and presenting oneself as a professional artist for career development and advanced study opportunities.		
<b>ART291</b> <b>Hours: 54-270</b>	<b>DIRECTED STUDY</b>	<b>1-5 UNITS CSU</b>
A student may take advanced coursework in Art after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instruction officer Alert: Students must demonstrate ability in area of study.		
<b>ART 297</b> <b>Hours: 1-3 lec., 0-2 lab</b>	<b>SPECIAL TOPICS</b>	<b>UNITS .5-3</b>
Course examines in-depth selected topics from various areas of art, such as a particular artist, movement, genre, theme, or problem, as the opportunity arises. Independent student research and class presentation are emphasized.		

## BIOLOGY

<b>BIOL 100</b> <b>Hours: 3 lec., 3 lab</b>	<b>CONCEPTS IN BIOLOGY</b>	<b>4 UNITS CSU, IGETC</b>
An introduction to biology covering a variety of topics, including cell biology, genetics, organismal biology, ecology, evolution, and an introduction to the human body. Specific topics include cancer research, cloning and stem cell research, and the biodiversity crisis. Meets lab science requirements for non-science majors. Alert: Not designed for students with credit in BIOL 102.		
<b>BIOL 102</b> <b>Hours: 3 lec., 3 lab</b>	<b>CELL &amp; MOLECULAR BIOLOGY</b>	<b>4 UNITS CSU, IGETC</b>
Designed for majors. Covers the study of cells, including biochemistry, molecular biology, metabolism, cell communication, genetics, and cell and molecular evolution. Meets lab science requirement for science majors. Alert: Math 018 and high school biology or chemistry or BIOL 100 are prerequisites. Formerly BIOL 011A, BIOL101, and BIOL 102.		
<b>BIOL 104</b> <b>Hours: 3 lec., 3 lab</b>	<b>ANIMAL BIOLOGY EVOLUTION &amp; ECOLOGY</b>	<b>4 UNITS CSU, IGETC</b>
Covers the biology, evolution, and ecology of animals. Emphasizes animal structure and function as well as patterns of macroevolution and the evolutionary history of life. Meets lab science requirement for science majors. Formerly BIOL 104.		
<b>BIOL 106</b> <b>Hours: 3 lec., 3 lab</b>	<b>PLANT BIOLOGY EVOLUTION &amp; ECOLOGY</b>	<b>4 UNITS CSU, IGETC</b>
Covers the biology, evolution, and ecology of bacteria, algae, fungi, and plants. Emphasizes plant biology and introduces the principles of ecology. Meets lab science requirement for science majors. Formerly BIOL 001 and BIOL106.		
<b>BIOL 110</b> <b>Hours: 3 lec., 3 lab</b>	<b>HUMAN ANATOMY</b>	<b>4 UNITS CSU, UC</b>
A study of the structure of the human body involving examination of microscopic slides and prepared human materials and a field trip to an anatomy lab. Student progress is evaluated with lecture tests and lab practicums. Alert: High school biology or BIOL 102 prerequisite. Formerly BIOL 004A.		
<b>BIOL 112</b> <b>Hours: 3 lec., 3 lab</b>	<b>HUMAN PHYSIOLOGY</b>	<b>4 UNITS CSU, UC</b>
Studies the function of the human body, including the homeostatic mechanisms existing in the body. Alert: BIOL 110 prerequisite.		
<b>BIOL 120</b> <b>Hours: 2 lec., 3 lab</b>	<b>SIERRA NEVADA NATURAL HISTORY</b>	<b>3 UNITS CSU</b>
Studies patterns and relationships of flora, fauna, and non-living elements of the Sierra Nevada range, with a focus on Plumas County. Basic ecology, climatology, and geology are discussed. An overnight field trip is required. Cross-listed with ENVR 120.		
<b>BIOL 135</b> <b>Hours: 3 lec.</b>	<b>HUMAN SEXUALITY</b>	<b>3 UNITS CSU, UC</b>
Presents the biological, psychological, and cultural aspects of human sexuality. Formerly BIOL 071. Cross-listed as PSY 135.		
<b>BIOL 152</b> <b>Hours: 2 lec., 3 lab</b>	<b>DENDROLOGY</b>	<b>3 UNITS CSU, UC</b>
Classification, identification, and nomenclature of forest trees and shrubs of the U.S., emphasizing native western species. Analysis of species' range of survival and optimal growth, along with sub-specification and varieties in major commercial timber zones. Familiarization with tree/shrub morphological characteristics, common, scientific and family names, plus their ecological and commercial role and major forest cover types. Cross-listed with FORS 152 and ENVR 152.		



**BIOL 164** **ANIMAL BEHAVIOR** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**

A general introduction to animal behavior. Behavior of individual animals, animal relationships, origins of behavior, and social organizations are discussed.

**BIOL 210** **GENERAL MICROBIOLOGY** **4 UNITS**  
**Hours: 3 lec., 3 lab** **CSU, IGETC**

The study of morphological, physiological, and biochemical aspects of representative microorganisms. Lab includes aseptic technique, media preparation, taxonomy of algae, fungi, and bacteria, and identification of an unknown.

**BIOL 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**

A student may take advanced coursework in Biology after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## BUSINESS

**BUS 100** **INTRODUCTION TO BUSINESS** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**

A basic background for various fields of business, including fundamental vocational guidance information. Exploration of management, production, marketing, and finance in business. Consideration of specialized business areas: planning, organizing, staffing, directing, and control. Exposure to business in small, medium, and large organizations.

**BUS 102** **FINANCIAL ACCOUNTING** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC**

An introduction to accounting theory and practice. Presents the recording, analyzing, and summarizing procedures used in preparing the income statement, statement of owner's equity, and balance sheet.

**BUS 104** **MANAGERIAL ACCOUNTING** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC**

A continuation of the study of accounting theory. Includes accounting for corporations, internal control, cost systems and budgeting, cost-volume-profit analysis, statement analysis and interpretation, cash flow, taxes, and accounting concepts. Strong emphasis on management uses of accounting data for decision making. Alert: BUS 102 prerequisite.

**BUS 106** **PRINCIPLES OF ECONOMICS-  
MACRO** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**

An intensive study of the basic principles and laws that govern macroeconomic activity within society. Emphasis is on learning tools of analysis and applying them to problem areas. This course contains global, international, and multi-cultural material interspersed throughout the classroom curriculum. For students taking only this class in economics and for potential business majors.

**BUS 108** **PRINCIPLES OF ECONOMICS-  
MICRO** **3 UNITS**  
**Hours: 3 lec.** **CSU**

An introduction to the principles of economic analysis and decision making from the viewpoint of the individual consumer, worker, and firm. Emphasis upon the price system, allocation of resources and income, supply and demand analysis, the structure of the American industry, and applications to current economic policy and problems. This course contains global, international and multi-cultural material interspersed throughout the classroom curriculum.

**BUS 110** **PAYROLL  
ACCOUNTING** **3 UNITS**  
**Hours: 3 lec.** **CSU**

Provides a knowledgeable background in all phases and aspects of payroll accounting. A survey of tax procedures required by the employer in filing the correct forms for social security, federal, and state tax returns.

**BUS 113** **LAW OFFICE  
PROCEDURES** **3 UNITS**  
**Hours: 3 lec.; online** **CSU**

Introduction and orientation to the operation of a modern law office. Includes analysis of court structures and procedures (state and federal) and the preparation of basic legal documents and pleadings. Explores internal procedures of a law office with special emphasis on calendaring court appearances, response, and answering dates, the importance of confidentiality, including computer security, and the management and maintenance of time records for billing.

**BUS 115** **BUSINESS LAW** **3 UNITS**  
**Hours: 3 lec.** **CSU**

Survey of principles and terminology in business law, including the legal system and environment, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, insurance, real property, and wills.

**BUS 117** **CODES & ETHICS** **1 UNIT**  
**Hours: 18 lec.**

Designed for insurance majors, addresses ethical considerations one must support in order to succeed in business, specifically in the insurance industry. Presents ethical issues that employees encounter in insurance offices.

**BUS 118** **PERSONAL FINANCE** **3 UNITS**  
**Hours: 3 lec.** **CSU**

Management of personal income and expenditure emphasizing financial security. Topics include problems associated with borrowing money, buying on credit, maintaining commercial and savings accounts, buying insurance, paying taxes, purchasing and maintaining a home, investing money and estate planning, effects of the business cycles and inflation, business law, and selected governmental activities.

**BUS 120** **ENGLISH FOR  
THE PROFESSIONAL** **3 UNITS**  
**Hours: 3 lec.** **CSU**

Improvement of skills and competencies necessary to write effectively and professionally for business. Includes a review of grammar and mechanics of writing. Instruction and practice in writing various types of business documents that may include letters, memos, reports, e-mail, press releases, and abstracts.

**BUS 121** **INTRODUCTION TO  
ENTREPRENEURSHIP** **1 UNIT**  
**Hours: 1 lec.** **CSU**

Designed to provide a global introduction to the process of turning an idea into a successful startup enterprise. For students with little or no pre-existing entrepreneurial experience having an idea they would like to pursue. Information is presented on the challenges and rewards of entrepreneurship. Students learn the role of entrepreneurial businesses in the United States and the impact on our national and global economy.

**BUS 122** **ENTREPRENEURIAL  
MARKETING** **1.5 UNIT**  
**Hours: 1.5 lec.** **CSU**

Students learn the steps of marketing an entrepreneurial venture through study of successful entrepreneurs and ventures. Analyzes varying marketing philosophies and strategies for different circumstances. Students customize a marketing plan to launch an entrepreneurial venture and a marketing plan to implement during the first two years of business operation.

**BUS 123** **FINANCIAL MANAGEMENT  
FOR ENTREPRENEURS** **2 UNITS**  
**Hours: 2 lec.** **CSU**

Explores the importance and impact of funding sources for entrepreneurial ventures by reviewing the impact of venture capital in every phase of the business venture, from idea to exit, including planning, teambuilding, identifying funding sources, raising money, and writing funding proposals. Students learn basic accounting concepts and apply them to management decisions. Emphasizes cash flow management and budgeting skills.

**BUS 124** **PREPARING EFFECTIVE  
BUSINESS PLANS** **1.5 UNITS**  
**Hours: 1.5 lec.** **CSU**

Students plan and map out how to execute a new entrepreneurial venture and develop an effective business plan. Offers techniques in developing a persuasive sales pitch and visual presentation of plans to present to potential funding sources. The plans will reflect the viability of the prospective venture. Alert: A project-based class with ENTRE 101, ENTRE 102, and ENTRE 103 prerequisites.

<b>BUS 130</b> <b>Hours: 3 lec.</b>	<b>SMALL BUSINESS MANAGEMENT</b>	<b>3 UNITS CSU</b>
For current and future owners and managers of small businesses. Analysis of personal qualifications, forms of ownership, sources of information, financing, planning, legal issues, record keeping, advertising, marketing, insurance, promotion, credit, and current aids to successful management.		
<b>BUS 132</b> <b>Hours: 3 lec.</b>	<b>BOOKKEEPING</b>	<b>3 UNITS CSU</b>
Analysis of financial transactions so that they can be recorded in the accounting records of a business in accordance with the rules of double-entry bookkeeping. Covers the accounting cycle, including adjusting entries, the expanded worksheet, and the preparation of financial statements. Alert: Not open to students who have completed BUS 102 with a "C" or better.		
<b>BUS 140</b> <b>Hours: 3 lec.</b>	<b>MARKETING</b>	<b>3 UNITS CSU, UC</b>
A study of the role and function of marketing in the distribution of goods and services to familiarize students with marketing policies and practices and integration of marketing activities. Addresses global, international, and multi-cultural material.		
<b>BUS 142</b> <b>Hours: 3 lec.</b>	<b>ADVERTISING</b>	<b>3 UNITS CSU, UC</b>
The study of advertising as a promotional tool in marketing activities, including advertising strategies, advertising communication, creating advertisements, and using advertising media.		
<b>BUS 162</b> <b>Hours: 27 lec.; 9-18 weeks</b>	<b>COMPUTER LITERACY I</b>	<b>1.5 UNITS CSU, UNR</b>
An introduction to microcomputers using current operating system environments. Designed for individuals interested in an overview of computers, hardware, and software. Includes history, components, examples of microcomputers, principles of software and program demonstration, hands-on practice with available computers, software programs, and the Internet. Upgrade skills with new and/or different software. Alert: Students who have completed BUS 160 (formerly CA100.IBM) prior to Fall 1995 may take this course. Ability to type 20 wpm.		
<b>BUS 164</b> <b>Hours: 27 lec.; 9-18 weeks</b>	<b>COMPUTER LITERACY II</b>	<b>1.5 UNITS CSU, UNT</b>
Designed to build upon introductory skills gained from prior computer experience with current operating systems. Emphasis on integrating multiple software tools to complete project-oriented work. Some desktop publishing included, as well as more Internet projects. Upgrade skills. Alert: Students who have completed CA114AB.IBM prior to Fall 1995 may take this course. Ability to type 20 wpm.		
<b>BUS 170</b> <b>Hours: 1.5-3 lec.; 9-18 weeks</b>	<b>SPREADSHEET TRAINING-EXCEL</b>	<b>1.5-3 UNITS CSU</b>
Computer spreadsheet training for a variety of personal and business uses. Includes software fundamentals and tools, worksheet layout planning, storage and filing concerns, use of labels, values, formulas, functions, and the graphing of data. Alert: Basic computer literacy or instructor approval.		
<b>BUS 171</b> <b>Hours: 0-2 lec.; 3 lab</b>	<b>SPREADSHEET</b>	<b>1-3 UNITS</b>
Emphasizes activities and techniques through project management to develop competencies for a successful leader. Students receive instruction and experiential activities in the areas of entrepreneurship, project management, personal and workplace skills, oral and written communication techniques, and networking.		
<b>BUS 291</b> <b>Hours: 54-270</b>	<b>DIRECTED STUDY</b>	<b>1- 5 UNITS CSU</b>
A student may take advanced coursework in Business after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.		

## CHEMISTRY

<b>CHEM 100</b> <b>Hours: 3 lec., 3 lab</b>	<b>INTRODUCTORY INORGANIC CHEMISTRY</b>	<b>4 UNITS CSU, UC, IGETC</b>
An introduction to the fundamental concepts in chemistry, a broad and rapid overview to the field. Emphasis is on understanding rather than memorization. Useful for students who have taken high school chemistry and would like to improve their skills before going on to the general lecture series. Alert: MATH 016 prerequisite.		
<b>CHEM 102</b> <b>Hours: 3 lec., 3 lab</b>	<b>GENERAL CHEMISTRY I</b>	<b>4 UNITS CSU, UC, IGETC</b>
Explains the fundamental principles of atomic structure, nomenclature, chemical equations, stoichiometry, chemical reactions, gas laws, thermochemistry, quantum theory, and chemical bonding. Alert: MATH 018 prerequisite.		
<b>CHEM 104</b> <b>Hours: 3 lec., 3 lab</b>	<b>GENERAL CHEMISTRY II</b>	<b>4 UNITS CSU, UC, IGETC</b>
Sequential general inorganic chemistry course that explains the principles of molecular geometry, states of matter, solutions, chemical equilibrium, acid and bases, acid-base equilibria, thermodynamics, and electrochemistry. Alert: CHEM 100 or CHEM 102 and MATH 018 prerequisites.		
<b>CHEM 106</b> <b>Hours: 3 lec., 3 lab</b>	<b>INTRODUCTION TO ORGANIC CHEMISTRY</b>	<b>4 UNITS CSU, UC, IGETC</b>
An introduction to the fundamental concepts of organic chemistry emphasizing the understanding of how organic chemistry relates to living systems, the environment, and current medical advancements. Includes hydrocarbons, organic reactions, and aspects of biological chemistry. Essential for students interested in chemistry, biology, medicine, nutrition, or environmental science. Alert: CHEM 102 and CHEM 104 prerequisites.		
<b>COLLEGE</b>		
<b>COLL 010</b> <b>Hours: 3 lec.</b>	<b>BECOMING A SUCCESSFUL STUDENT</b>	<b>3 UNITS</b>
Provides students with college survival skills and information, including college policies and procedures, academic and critical thinking skills, school and community resources, communication skills, time management and organizational skills, and test-taking skills. Specifically designed for those students with a history of learning difficulties.		
<b>COLL 050</b> <b>Hours: 1 lec.</b>	<b>PEER ADVISING</b>	<b>1 UNIT</b>
Prepares students to assist other students with issues and problems many will face. Emphasis on listening skills, referral to specific resources, and empathetic participation as pre-registration assistants, Workability assistants, E.O.P.S. Peer Advisors, Peer Tutors, and Peer Counselors. Formerly PSYCH 070.		
<b>COLL 100</b> <b>Hours: 3 lec.</b>	<b>BECOMING A SUCCESSFUL STUDENT</b>	<b>3 UNITS CSU</b>
Helps students develop college-level survival skills in academic performance (reading, note-taking, memorization, critical and analytical thinking, time management, studying and test-taking, using computers, and library resources), educational planning (understanding and following college policies and procedures from admissions through graduation), career exploration/planning (research, values clarification, goal setting), personal living (intra- and interpersonal communications, decision making, health care, money management, and taking care of personal needs, such as housing and transportation).		
<b>COLL 110</b> <b>Hours: 1 lec.</b>	<b>CAREER PREPARATION</b>	<b>1 UNIT CSU</b>
Skills, interests, personality and vocational tests help students to explore career search strategies and develop career decision-making skills. Individual needs and values are discussed and students learn techniques for goal setting and researching the job market. Resume writing and interviewing skills are emphasized. Formerly IDS 010.		

**COLL 300 PERSONAL DEVELOPMENT .5 UNITS**  
**Hours: 9 lec.**

Covers how to build one's self-concept, how to take charge of one's life, and how to program for success using the philosophies and theories of Brian Tracy and Erick Erickson. Students learn various building blocks of a good self-concept, techniques for taking charge of their life, and appropriate cognitive restructuring tools to program themselves for personal success.

**COLL 301 MASTER STUDENT ATHLETE 0 UNITS**  
**Hours: 1 lec.**

Assists students in navigating their way through higher education, improving their academic performance, determining their strengths and goals, and encouraging them to implement strategies to enhance their personal, academic, and career success.

**COLL 320 SUPERVISED TUTORING 0 UNITS**  
**Hours: Variable**

Assists students in all academic subject areas by offering extensive supplemental instruction via tutoring, videos, library and computer-related materials. Emphasizes tutoring in writing, solving math problems, and working with computers.

**COLL 601 CAREER PREPARATION FOR THE DISABLED STUDENT 0 UNITS**  
**Hours: 1 lec.**

Offers disabled students an opportunity to explore career search strategies and to develop career decision-making skills. Development of resume writing and interviewing skills are emphasized with special accommodations for disabled students.

## COMPUTER SCIENCE

**CSCI 102 INTRODUCTION TO COMPUTER SCIENCE LITERACY 3 UNITS**  
**Hours: 3 lec. CSU, UC**

An overview of the fundamentals of computer science. Number systems and data representation. Hardware overview of control unit, memory, and the ALU, I/O. Overview of applications software, including word processing, presentation software, electronic spreadsheets, and database management software, operating systems, programming languages, software tools, and the societal impact of computers. Students work with common operating systems and applications software.

**CSCI 104 PROGRAMMING AND ALGORITHMS I 3 UNITS**  
**Hours: 3 lec. CSU, UC**

Introduces the discipline of computer science, providing an overview of computer systems and their applications and an introduction to software design and programming. The software life cycle. Algorithms and their role in software design. Students design, implement, and test a number of programs.

**CSCI 154 INTRODUCTION TO DIGITAL IMAGING 3 UNITS**  
**Hours: 2 lec, 3 lab CSU**

An introduction to digital imaging, the fast-changing world of image making in the digital realm, emphasizing computer graphics concepts and methods used in the printing, publishing, and advertising industries and visual imaging in the fine arts and photography. Includes concepts, methods, and examples of 2D and 3D animation. Exercises and assignments focus on the fundamentals of understanding, creating, and editing digital images using a digital camera, scanner, computer hardware, and software such as Photoshop. Formerly AOM154 and ART154.

**CSCI 156 DIGITAL IMAGING FOR THE WEB 3 UNITS**  
**Hours: 2 lec, 3 lab CSU**

Two part course focuses on understanding and creating computer graphics for Websites. Explores the components of compelling Websites and sites that contain rich media and how they work. Uses hands-on assignments and tutorials to learn about the specific limitations, opportunities, and requirements of digital imaging for the Web. Formerly AOM156AB and ART156AB. Cross-listed with AOM156AB and CSCI156AB.

## EARLY CHILDHOOD EDUCATION

**ECE 040 ADMINISTERING THE ENVIRONMENTAL RATING SCALES 1 UNIT**  
**Hours: 18 lec., short-term**

Provides the training necessary to administer and score the environmental rating scales of Early Childhood Education programs. Includes development of program improvement plans. Formerly ECE 097F/ECE 097G. Repeatable.

**ECE 051 ADMINISTRATION OF PROGRAMS FOR YOUNG CHILDREN 3 UNITS**  
**Hours: 3 lec.**

Provides experience in the procedures of planning and administering programs for young children. Emphasis on state regulations, selection of staff, budgeting, selection of facility, and equipment. Meets state licensing administration requirements for director. Fulfills 3 units of the 6-unit administration requirement for the Site Supervisor Permit. Formerly CHDV 051.

**ECE 055 SUPERVISION: PARENT/STAFF RELATIONS 3 UNITS**  
**Hours: 3 lec.**

Provides information and practice necessary for working effectively within a children's program in a supervisory capacity. Emphasis is on parent relations, staff relations, and leadership. Meets state licensing administration requirements for a director. Fulfills 3 units of the 6-unit administration requirement for the Site Supervisor Permit. Formerly CHDV055.

**ECE 061 INFANT/TODDLER CARE & DEVELOPMENT 3 UNITS**  
**Hours: 3 lec.**

Explores the development of infants and toddlers and the practices that support emotional, physical, and intellectual growth. Includes strategies for home and group care. Formerly CHDV 061.

**ECE 063 PROGRAMS FOR SCHOOL-AGE CHILDREN 3 UNITS**  
**Hours: 3 lec.**

Explores the social, emotional, physical, and intellectual development of the school-age child through the pre-adolescent years. Focuses on the development of programs for school-age children, including program design, curriculum, and management to meet the needs of school age children and communities. Formerly CHDV063.

**ECE 072 SCIENCE CURRICULUM FOR THE YOUNG CHILD 1 UNIT**  
**Hours: 18 lec., short-term**

Presents information on planning and implementing science experiences for young children. Emphasis on spontaneous science activities, enhancing children's natural curiosity in relation to science, and using the scientific approach with young children. Formerly CHDV 072.

**ECE 075 MATH CURRICULUM FOR THE YOUNG CHILD 1 UNIT**  
**Hours: 18 lec., short-term**

Explores hands-on activities in mathematics for young children. Focuses on formation of concepts about numbers, comparison, sets, measurement, geometry, mathematical reasoning, and math vocabulary. Includes planned and spontaneous activities, creating a math-rich environment and homemade teaching materials.

**ECE 080 ADULT & PEDIATRIC CPR/PEDIATRIC FIRST AID .5 UNIT**  
**Hours: 9 lec., short-term**

Designed to give students knowledge and practical skills to handle CPR and first aid emergencies for infants, children, and adults. Certification available with a grade of "C" or better. Formerly CHDV 080. Repeatable.

**ECE 082 CHILD HEALTH & SAFETY .5 UNIT**  
**Hours: 9 lec., short-term**

Students identify and address health and safety needs of children and adults in early childhood center-based programs, family child care settings, and in individual homes. Includes playground safety, facilities management, sanitation, immunizations, disease prevention and control, food storage, child abuse and neglect, fire safety, flooding, earthquake safety, emergency preparedness, and risk management plans. Certification available with a grade of "C" or better.



<b>ECE 083</b> <b>Hours: 18 lec., short-term</b>	<b>CHILDREN'S LITERATURE, STORYTELLING, PUPPETRY CURRICULUM</b>	<b>1 UNIT</b>
Explores storytelling and puppetry for young children. Focus is on the presentation of activities and techniques for effective storytelling. Includes incorporating and extending literacy-based activities across the curriculum. Formerly ECE 084/CHDV 084.		
<b>ECE 085</b> <b>Hours: 18 lec., short-term</b>	<b>EMERGING LITERACY CURRICULUM</b>	<b>1 UNIT</b>
Explores the developmental continuum of literacy from birth. Provides examples of age-appropriate experiences, integrated curriculum, literacy-rich environments, and intentional teaching.		
<b>ECE 087</b> <b>Hours: 18 lec., short-term</b>	<b>PRESCHOOL ENGLISH LANGUAGE LEARNERS</b>	<b>1 UNIT</b>
Focuses on the knowledge and tools needed to support preschool English language learners. Includes stages and strategies of second language acquisition, bilingualism, and providing culturally sensitive environments.		
<b>ECE 088</b> <b>Hours: 1.5 lec.</b>	<b>IMPROVING QUALITY IN ECE PROGRAMS</b>	<b>1.5 UNITS</b>
Provides the opportunity for students to work toward improving their professional skills or specific program components. Includes self-assessment, development of goals, action plan, assessment, and documentation of specific improvements.		
<b>ECE 098</b> <b>Hours: 1.5 lec.</b>	<b>SUCCEEDING IN AN ECE CAREER</b>	<b>1.5 UNITS</b>
A capstone course to assist students with skills for obtaining employment in the ECE field. Addresses job-seeking skills, presentation, interviewing, permit applications, and resume development. Includes critique of completed portfolios and articulation of skills and knowledge acquired in the ECE program of study.		
<b>ECE 140</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO SPECIAL EDUCATION</b>	<b>3 UNITS CSU</b>
An introduction to special education, including history, characteristics of special populations, identification, multicultural issues, advocacy, and working with families. Addresses the educational needs of special populations of children of various ages and ability levels. Includes political, economic, and legal contexts in which special education occurs. Designed for students interested in obtaining an Education Specialist Credential, an area of specialization in ECE, a Multiple Subjects Teaching Credential, or any other career working with children with exceptional needs. Cross-listed with EDUC 140.		
<b>ECE 150</b> <b>Hours: 2 lec., 3 lab</b>	<b>OBSERVATIONAL STUDIES</b>	<b>3 UNITS CSU</b>
Presents an understanding of child development through exploring techniques of observing and recording children's behavior. Includes analyzing observations, developing assessments, and making recommendations based upon observations. Practical application is required in a three-hour weekly lab. Formerly CHDV 150.		
<b>ECE 152</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO CURRICULUM</b>	<b>3 UNITS CSU</b>
Presents an overview of knowledge and skills required for providing appropriate curriculum and environments for children from birth to age 8. Students examine the teacher's role in supporting development, emphasizing the essential role of play. Includes an overview of the content areas of the curriculum, combining both theory and practical skill development.		
<b>ECE 153</b> <b>Hours: 3 lec.</b>	<b>CHILD, FAMILY &amp; COMMUNITY</b>	<b>3 UNITS CSU</b>
Socialization of the child in relation to the family, the school, and the community. Focuses on the cross-cultural aspects of family life and their influences on socialization. Includes study of community resources for families. Formerly CHDV 153.		

<b>ECE 154</b> <b>Hours: 3 lec.</b>	<b>CREATIVE ACTIVITIES FOR CHILDREN</b>	<b>3 UNITS CSU</b>
Planning creative curriculum experiences for a group setting that will foster creativity and cognitive, social, emotional, and physical development in children. Hands-on instructional approach builds a repertoire of creative activities. Required for AA and certificates in ECE. Formerly CHDV 54 and ECE154AB. Repeatable.		
<b>ECE 156</b> <b>Hours: 2 lec.</b>	<b>MENTORING/SUPERVISING ADULTS IN THE CLASSROOM</b>	<b>2 UNITS CSU</b>
Provides information and principles of supervising and mentoring student teachers and aides in the classroom and in family childcare homes. Emphasizes the role of experienced teachers in Early Childhood Education programs who function as mentors while simultaneously addressing the needs of children, parents, and other staff. Meets requirements for Master Teacher level and above on the Child Development Matrix. Formerly CHDV 156.		
<b>ECE 157</b> <b>Hours: 2 lec., 3 lab</b>	<b>PRINCIPLES &amp; PRACTICES OF TEACHING YOUNG CHILDREN</b>	<b>3 UNITS CSU</b>
An introduction to theoretical principles of developmentally appropriate practices applied to programs and environments for young children. Includes beginning practical skill development in building relationships, adult/child interactions, and teaching strategies. Requires 3 hours per week direct experience with children. Formerly ECE 057.		
<b>ECE 158</b> <b>Hours: 2 lec., 3 lab</b>	<b>PRACTICUM</b>	<b>3 UNITS CSU</b>
Designed to give the student practical experience in teaching young children and the opportunity to make connections between theory and practice. Includes using appropriate guidance techniques, developing, conducting, and evaluating experiences with children, and child assessment. Requires 3 hours per week direct, supervised experience with children. Formerly ECE 058.		
<b>ECE 159</b> <b>Hours: 3 lec.</b>	<b>HEALTH, SAFETY &amp; NUTRITION</b>	<b>3 UNITS CSU</b>
Introduction to the laws, regulations, standards, policies, and procedures related to child health, safety, and nutrition. Focuses on integrating these concepts into everyday planning and program development.		
<b>ECE 160</b> <b>Hours: 3 lec.</b>	<b>TEACHING IN A DIVERSE SOCIETY</b>	<b>3 UNITS CSU</b>
Examines the development of social identities in diverse societies. Includes theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms, and teaching. Explores classroom strategies emphasizing culturally and linguistically appropriate anti-bias approaches. Includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media, and schooling.		
<b>ECE 162</b> <b>Hours: 3 lec.</b>	<b>CHILD GROWTH &amp; DEVELOPMENT</b>	<b>3 UNITS CSU, UC, IGETC</b>
General introduction to child growth and development from conception through adolescence. Includes major theories of social, emotional, physical, and cognitive development. Required core course for ECE major and certificate. Required core course for Community Care Licensing and the Child Development Permit Matrix. Formerly CHDV 162.		
<b>ECE 166</b> <b>Hours: 3 lec.</b>	<b>MUSIC WITH CHILDREN</b>	<b>3 UNITS CSU</b>
Provides knowledge, methods, and opportunities to develop and implement musical activities with children. Experiential course including rhythm, song, movement, and dance. Designed for early childhood and elementary education majors, teachers and parents. Repeatable.		

**ECE 291** **DIRECTED STUDY** **1-6 UNITS**  
**Hours: 18-540**  
 A student may take advanced coursework or complete a student-designed project in ECE after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional officer. (See specific details in Syllabus/Learning Contract.) Repeatable.

**ECE 299** **SPECIAL TOPICS** **.5-4 UNITS**  
**Hours: 9-21**  
 Designed to permit in-depth investigation of topics not covered by regular course offerings. Course content to be determined by the instructor in relation to community and student interest and need. Formerly ECE 095/CHDV095. Repeatable.

## EDUCATION

**EDUC 101** **TEACHER ASSISTANT I** **2 UNITS**  
**Hours: 35 lec.** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. An introductory course for college students who wish to train as first- and second-level Mini-Corps student mentors and instructional tutors. Students develop their teaching skills in a work experience setting under the supervision of a classroom teacher. Students learn about current educational practices that will support migrant students who are most academically at risk. The focus of the training will be to address Mini-Corps curriculum subject areas of math, language arts, and critical thinking skills, with an emphasis on meeting the cultural, social, and emotional needs of these diverse populations. Repeatable.

**EDUC 102** **TEACHER ASSISTANT II** **2 UNITS**  
**Hours: 35 lec.** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. An intermediate and advanced course for college students who wish to train as first- and second-level Mini-Corps student mentors and instructional tutors. Students develop their teaching skills in a work experience setting under the supervision of a classroom teacher. Students learn about current educational practices that will support migrant students who are most academically at risk. The focus of the training will be to address Mini-Corps curriculum subject areas of math, language arts, and critical thinking skills, with an emphasis on meeting the cultural, social and emotional needs of these diverse populations. Alert: EDU 101, EDU 105 or equivalent required. Mini-corps applicants must be full-time college students (12 units or more) or high school graduating senior students 18 or older. Repeatable.

**EDUC 103** **TEACHER ASSISTANT – HEALTH** **2 UNITS**  
**Hours: 35 lec.** **CSU**  
 Part of Health-Corps, a component of the California Master Plan for the education of migrant children. Students learn about health education and safety issues for migrant workers, such as personal and dental hygiene, and the unique threat of pesticides. Students will apply their learning in a migrant camp setting, serving as health educators and advocates for migrant families and as liaisons between migrant families and health service agencies. Alert: Students must be full-time college students (12 units or more) or high school graduating senior students 18 or older. Repeatable.

**EDUC 104** **TEACHER ASSISTANT – PUPPETRY** **2 UNITS**  
**Hours: 35 lec.** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. Students learn about drug-related issues for migrant families. Working as student mentors and teacher assistants, students will relay their knowledge to migrant children in a classroom or migrant camp setting by performing puppetry. Course instructors will provide students with the necessary puppetry skills. Students also serve as advocates for migrant workers and as liaisons between migrant families and drug education and rehabilitation agencies. Alert: EDUC 102, EDUC 105, or equivalent prerequisites. Health-Corp applicants must be proficient in English and have a high degree in Spanish, Tagalog, Punjabi, or Hmong. Must have a 2.0 grade average and a health career goal. Must be a citizen of U.S. or meet residential requirements. Repeatable.

**EDUC 105** **TEACHER ASSISTANT** **2 UNITS**  
**Hours: 35 lab; 6 weeks** **FIELD EXPERIENCE I** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. Work experience for students who have trained as first- and second-level Mini-Corps student mentors and teacher assistants. Students apply their knowledge of current instructional practices to support migrant students who are most academically at risk. Students tutor Corps curriculum subject areas (e.g., math, primary language, critical thinking skills) with a strong emphasis on meeting the cultural and emotional needs of these diverse student populations within the migrant culture. Students work under the supervision of a classroom teacher. Alert: EDUC 101 or equivalent prerequisite. Repeatable.

**EDUC 106** **TEACHER ASSISTANT** **2 UNITS**  
**Hours: 35 lab; 6 weeks** **FIELD EXPERIENCE II** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. Work experience for students who have trained as first- and second-level Mini-Corps student mentors and teacher assistants. Students apply their knowledge of current instructional practices to support migrant students who are most academically at risk. Students tutor Corps curriculum subject areas (e.g., math, primary language, critical thinking skills) with a strong emphasis on meeting the cultural and emotional needs of these diverse student populations within the migrant culture. Students work under the supervision of a classroom teacher. Alert: EDU 101 or equivalent prerequisite. Repeatable.

**EDUC 107** **TEACHER ASSISTANT LITERACY CAMPS** **2 UNITS**  
**Hours: 2.5 lec., 6.5 lab; 8 weeks** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. Basic preparation for second- and third-level Mini-Corps student mentors and instructional tutors who will teach migrant children, primarily in group settings in outdoor summer science and literacy camps. Combination of lecture, discussion, and practical work experience. Alert: EDUC 102 or EDUC 103, EDUC 105 or EDUC 106 prerequisites. Repeatable.

**EDUC 108** **FIELD EXPERIENCE - LITERACY CAMPS** **6 UNITS**  
**Hours: 336 lab; 8 weeks** **CSU**  
 Part of Mini-Corps, a component of the California Master Plan for the education of migrant children. Work experience for student mentors and instructors to teach migrant children, primarily in group settings in outdoor summer science and literacy camps. Alert: EDUC 107 or equivalent prerequisite. Repeatable.

**EDUC 140** **INTRODUCTION TO SPECIAL EDUCATION** **3 Units**  
**Hours: 3 Lec.** **CSU**  
 An introduction to special education, including history, characteristics of special populations, identification, multicultural issues, advocacy, and working with families. Addresses the educational needs of special populations of children of various ages and ability levels. Includes political, economic, and legal contexts in which special education occurs. Designed for students interesting in obtaining an Education Specialist Credential, an area of specialization in ECE, a Multiple Subjects Teaching Credential, or any other career working with children with exceptional needs. Cross-listed with ECE 140.

**EDUC 200** **INTRODUCTION TO EDUCATION/FIELD EXPERIENCE** **3 Units**  
**Hours: 2 lec., 3 lab** **CSU**  
 Introduces the student to concepts and issues related to teaching diverse school learners. Includes teaching as a career, requirements for credentialing, content and performance standards and frameworks, ethical responsibilities, and current issues in education. Requires field experience under a certificated classroom teacher. Repeatable.

## EMT

**EMT 021** **EMERGENCY MEDICAL TECHNICIAN 1- Refresher** **1.5 UNITS**  
**Hours: 32 lec.; 2 weeks**  
 Designed to meet the recertification requirements for EMT 1-Basic (Emergency Medical Technician 1 - Basic). This annual course provides review of topics and skills as prescribed under the California Administrative Code. Since skills/proficiencies are enhanced by supervised repetition and practice is required for continued certification. Alert: EMT 120 prerequisite. Repeatable.

**EMT 120** **EMERGENCY** **5 UNITS**  
**Hours: 4 lec., 3 lab** **MEDICAL TECHNICIAN 1- Basic** **CSU**  
 Designed to meet the certification needs for EMT 1- Basic. Meets the requirements as prescribed under the California Administration Code. Since skills/proficiencies are enhanced by supervised repetition and practice as required for certification, this course may be repeated as required by Nor-Cal EMS. Requires 16 additional lab hours. Instructor will explain these hours at first class meeting. Alert: CPR certification prerequisite for health care workers. Students are required to have proof of Hepatitis B vaccination prior to start of clinical portion of training. This requirement may be waived with a signed waiver by the student or in the case of a minor by a responsible parent or guardian. Repeatable.

## ENGLISH

**ENGL 010** **ELEMENTARY** **3 UNITS**  
**Hours: 3 lec.** **COMPOSITION & READING**  
 Pre-college level composition and reading intended to prepare students for college-level work. Reading: emphasis on reading rate, retention, comprehension and vocabulary. Composition: emphasis on grammar, structure and usage, paragraph construction, short essays.

**ENGL 101** **COMPOSITION & READING I** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 College-level expository writing based on critical reading of influential writers contributing to cultural literacy. Emphasizes the analysis of ideas in oral and written form. Concentration on the essay and the research paper as resources for expression and argumentation. Students write between 6,000 and 8,000 words.

**ENGL 102** **INTRODUCTION TO** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE** **CSU, UC, IGETC**  
 An introduction to major literary genres of fiction, poetry, and drama. Students learn to read and write analytically and critically about major literary themes taken from a wide variety of writers, time periods, and cultures. Students build on the writing and expository skills learned in English 101. Alert: ENGL 101 prerequisite.

**ENGL 103** **CRITICAL THINKING** **3 UNITS**  
**Hours: 3 lec.** **& WRITING** **CSU, UC, IGETC**  
 Course develops critical thinking, reading, and writing skills beyond the level achieved in English 101 and 102. Special emphasis on the use of sound thinking in written communication of ideas. Based on principles of logic, analysis, and argumentation. Alert: ENGL 101 and ENGL 102 prerequisites.

**ENGL 118** **SMALL GROUP** **3 UNITS**  
**Hours: 3 lec.** **COMMUNICATION** **CSU**  
 Group process theory, leadership concepts and techniques, and the role of communication in small groups. Students participate in small group dynamics and develop skills in problem solving, critical thinking, and individual communication techniques within the small group context.

**ENGL 119** **INTERPERSONAL** **3 UNITS**  
**Hours: 3 lec.** **COMMUNICATION** **CSU, UC**  
 A survey of the field of interpersonal communication, including a review of the theory, research, and skills that students can use to improve their relationships.

**ENGL 120** **SPEECH** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Instruction in techniques to enhance confidence in and mastery of public speaking. Emphasis on composition, presentation, and evaluation of original speeches and critical assessment of public communication events. Includes impromptu, memorized, and extemporaneous speeches, group dynamics and discussion, live and videotaped delivery, persuasion and argumentation, and formal debate. Formerly ENGL 020.

**ENGL 128** **FILM APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Analytical and critical survey of a genre of films, including fields of production, direction, and acting. Cross-listed as HUMN 128.

**ENGL 150** **INTRODUCTION TO NEWSPAPER** **3 UNITS**  
**Hours: 2 lec., 3 lab** **WRITING, EDITING & PRODUCTION** **CSU**  
 An introduction to journalism and newspaper production, with emphasis in lecture on elements of the newspaper and its role, as well as news writing and editing. Lab portion emphasizes computer-based copy editing, layout, and design.

**ENGL 170** **CREATIVE WRITING** **3 UNITS**  
**Hours: 3 lec.** **CSU**  
 Emphasis on fiction, though may include poetry. Practical writing assignments follow from analytical knowledge of basic elements of fiction. Critical reading of established writers and critique of student work. Some degree of individual instruction. Formerly ENGL 070.

**ENGL 172** **CREATIVE WRITING II** **3 UNITS**  
**Hours: 3 lec.**  
 Students undertake intensive work in creative writing, choosing to work in fiction, prose, or poetry. Special attention on enhancing specific writing skills and working on large and well-defined projects. Students mentor students in English 170 to teach themselves more about their own writing and skills.

**ENGL 180** **NATURE LITERATURE** **3 UNITS**  
**Hours: 3 lec.** **IN AMERICA** **CSU, UC, IGETC**  
 A survey of American literature that investigates how our emotions, aesthetics, personal and social consciousness, and even our very orientation in the world is inseparably tied to our experience of nature. Students discover how the best American writers have portrayed the natural world as nurturing or antagonistic, as robust or endangered, and especially as a symbolic means of expressing those elements of the inner life that seem impossible to articulate in normal, discursive language.

**ENGL 228** **NOVEL & FILM** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 A study in literary and cinematic technique focusing on narrative genres and theme. Selected novels compared to transposed versions on film, including the bildungsroman, gothic, detective, post-modern, and contemporary genres. Themes include love and revolution, coming of age, ethnic assimilation, colonialism and consciousness. Lecture, discussion, film viewing. Alert: HUM 128 or ENG 128 prerequisite.

**ENGL 245** **CONTEMPORARY** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE** **CSU, UC, IGETC**  
 An intensive examination of literature from the English-speaking world, 1945 to present. Students consider different national perspectives and cultures, as well as the major trends of contemporary literature, such as modernism and post-modernism, the nuclear age, technology, society and culture, and the end of colonial rule. Examines the underlying political and philosophical issues necessary for an understanding of contemporary literature. Alert: ENGL 101 prerequisite.

**ENGL 246** **WOMEN'S LITERATURE** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 A survey of literature by women writing in English in all genres. Examines both canonical texts and overlooked, neglected, or forgotten works that have fallen outside the traditional canon. Students investigate how these works engage and/or circumvent the traditional canon. Alert: ENGL101 prerequisite.



**ENGL 252** **AMERICAN** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE I** **CSU, UC**

An intensive examination of American literature from its beginnings to 1877. Students examine writings that reflect cultural encounters from 1492 to 1750, practical and political ideas of revolutionary thinkers, the romantic spirit of individualism, and realistic challenges of the civil war, reconstruction, and frontier life to 1877. Explores America's cultural diversity, as well as our unity, in an examination of what it means to be an American. Alert: ENGL 101 prerequisite.

**ENGL 254** **AMERICAN** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE II** **CSU, UC**

An intensive examination of American literature from 1877 to the present. Students read selected literature, discuss the material in-depth, and write reflectively to discover what it is about these texts that makes them distinctly "American." Considers the major historical, cultural, intellectual, and political events that influenced the American authors whose writings are examined. Alert: ENGL 101 prerequisite.

**ENGL 256** **SURVEY OF ENGLISH** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE I** **CSU, UC, IGETC**

Survey of literary culture and civilization of England. Covers development of literary forms and the history of critical taste in political, cultural, and philosophical context. Emphasis on the great writers and central works from Beowulf to Pope (medieval period through 18th century). Formerly ENGL 056A.

**ENGL 257** **SURVEY OF ENGLISH** **3 UNITS**  
**Hours: 3 lec.** **LITERATURE II** **CSU, UC, IGETC**

Survey of literary culture and civilization of England. Covers development of literary forms and the history of critical taste in political, cultural, and philosophical context. Emphasis on the great writers and central works from Blake to T.S. Eliot (19th through 20th century). Formerly ENGL 056B.

**ENGL 277** **INTRODUCTION** **3 UNITS**  
**Hours: 3 lec.** **TO SHAKESPEARE** **CSU, UC, IGETC**

Acquaints students with dramatic structure, poetry, and central themes of Shakespeare's work. Plays selected to represent range and development of his art. Emphasis on close text analysis, critical viewing of videotaped play, and thematic interpretation. Includes introduction to Shakespearean criticism. Formerly ENGL 077.

**ENGL 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**

A student may take advanced coursework or complete a student-designed project in English after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional officer. (See specific details in Syllabus/Learning Contract.)

**ENGL 303** **READING AND** **3 UNITS**  
**Hours: 3 lec.** **WRITING SKILLS**

For those students who need a review of the reading and writing process. The student should have a background in grammar and sentence structure to receive additional help in developing the ideas, critical thinking, details and revision skills necessary to succeed in ENGL 010. Particular emphasis on improving reading and writing skills.

**ENGL 400** **ENGLISH AS A SECOND LANGUAGE -** **0 UNITS**  
**Hours: 3 lec.** **LITERACY SKILLS LEVEL**

Competency-based course for beginning ESL students who have little or no formal education, lack experience with the Roman alphabet, or have other literacy problems. English survival skills emphasizing listening, speaking, reading, and writing.

**ENGL 401** **ENGLISH AS A SECOND** **0 UNITS**  
**Hours: 3 lec.** **LANGUAGE - BEGINNING LEVEL**

Competency-based education course for beginning ESL students who are beginning to learn survival English skills. Emphasis on listening, speaking, reading, and writing skills will allow students to gain confidence in survival English and go on to use more complex structures.

**ENGL 402** **ENGLISH AS A SECOND LANGUAGE -** **0 UNITS**  
**Hours: 3 lec.** **INTERMEDIATE LEVEL**

Competency-based education course for intermediate ESL students with some experience with English who still have difficulty with complex English structures, such as tenses, imbedded clauses, and modalities. Most students at this level need few survival skills, but lack fluency in the structures that they use. While this course will continue to provide advanced listening and speaking skills, the emphasis will begin to shift toward reading and writing skills.

**ENGL 403** **ENGLISH AS A SECOND LANGUAGE -** **0 UNITS**  
**Hours: 60 minimum** **ADVANCED LEVEL**

Hours: Variable, depending on the needs of students and instructor. A minimum of 60 hours per course is required. This is a competency-based education course for advanced ESL students who need to develop grammar and structure skills in English before going on to higher-level English courses. Fine-tunes listening and speaking skills with a focus on the complex grammatical structures needed to advance academically. Emphasis on reading and writing skills.

**ENGL 405** **ENGLISH AS A SECOND LANGUAGE** **0 UNITS**  
**Hours: 60 minimum** **THROUGH CIVICS MULTI-LEVEL COURSE**

Competency-based education course to develop survival-level English skills while providing students with basic U.S. history and government as required by INS to fulfill IRCA requirements. All subject content is taught emphasizing listening, speaking, reading, and writing skills. Total number of weeks and hours will vary, depending on the needs of students and the instructor. Formerly LSKL 405.

## ENVIRONMENTAL STUDIES

**ENVR 045** **SEASONAL FIREFIGHTER** **2 UNITS**  
**Hours: 36 lec.; 1 week** **BASIC TRAINING**

Basic concepts, techniques, skills, and theories on fire suppression and control. Includes fire physics, fuels, weather, topography, behavior, fire-line construction, National Interagency Incident Management System, safety, and helicopters. Provides training needed to become a firefighter for federal and state agencies. Cross-listed with FORS045.

**ENVR 102** **INTRODUCTION TO** **3 UNITS**  
**Hours: 3 lec.** **ENVIRONMENTAL STUDIES** **CSU**

Interdisciplinary introduction to the field of environmental studies emphasizing connections between person, place, and time. Through readings in the foundational texts of environmental philosophy, exposure to the complexities of "environmentalism," and reflective outdoor experiences, students begin developing an appreciation for their unique ecological identity, significance in history, and role in their community.

**ENVR 120** **SIERRA NEVADA** **3 UNITS**  
**Hours: 2 lec., 3 lab** **NATURAL HISTORY** **CSU**

Observation of patterns and relationships of flora, fauna, and non-living elements of the Sierra Nevada range, with a particular focus on Plumas County. Basic ecology, climatology, and geology are also be discussed. An overnight field trip is required. Cross-listed with BIOL 120.

**ENVR 125** **WILDLIFE LAWS** **2 UNITS**  
**Hours: 2 lec.** **& ISSUES** **CSU**

In-depth studies of wildlife issues, laws, and regulations throughout North America and the world. Includes in-depth discussions and analysis of the Endangered Species Act, commercialization of wildlife, illegal trade of wildlife, introduction of exotic species, the effects of pollution on wildlife, depredation of wildlife, and human populations' effect upon wildlife. Possible solutions to wildlife issues are reviewed. Cross-listed with ADMJ 125 and WILD 125.

<b>ENVR 140</b> <b>Hours: 2 lec., 3 lab</b>	<b>WILDLAND FIRE MANAGEMENT</b>	<b>3 UNITS</b>
Introduction to fire ecology and basic concepts, techniques, skills, and theories on fire suppression and control. Includes fire physics, fuels, weather, topography, fire behavior, fire suppression, fire weather, and prescribed fire. Field labs include fire line construction and prescribed burning. Provides training needed to become a firefighter with federal and state agencies. Cross-listed with FORS 140.		
<b>ENVR 142</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTION TO ENVIRONMENTAL SCIENCE</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Covers the scientific basis of global environmental issues. Students explore and evaluate various environmental perspectives as they relate to the role of humanity and its relationship to the natural world.		
<b>ENVR 142L</b> <b>Hours: 3 lab</b>	<b>ENVIRONMENTAL SCIENCE LAB</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Laboratory section for ENVR 142. Focuses on applied chemical and physical concepts in environmental science.		
<b>ENVR 150</b> <b>Hours: 1 lec., 3 lab</b>	<b>ECOSYSTEM INVENTORY &amp; MEASUREMENTS</b>	<b>2 UNITS</b> <b>CSU</b>
Methods and techniques used to measure and collect data on a variety of ecosystem components. Use of maps, aerial photos, compass, transits, and levels to measure wildland topography and vegetation. Ecosystem inventory includes measurements of water quality, forest fuel loading, timber inventory, stream discharge, and geomorphology.		
<b>ENVR 152</b> <b>Hours: 2 lec., 3 lab</b>	<b>DENDROLOGY</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Classification, identification, and nomenclature of forest trees and shrubs of the U.S., emphasizing native western species. Analysis of species' range of survival and optimal growth, along with sub-speciation and varieties in major commercial timber zones. Familiarization with tree/shrub morphological characteristics and common, scientific, and family names, plus their ecological and commercial role as major forest cover types. Cross-listed with FORS 152 and BIOL 152.		
<b>ENVR 160</b> <b>Hours: 2 lec., 3 lab</b>	<b>WATERSHED PROTECTION &amp; RESTORATION</b>	<b>3 UNITS</b> <b>CSU</b>
With field trips and outdoor lab exercises, students examine how land use affects rivers and the techniques that can be used to restore rivers and clean up polluted waters. Examines the growth of the watershed-stakeholder movement as a democratic tool to implement better land use decisions to protect streams and rivers. At least one weekend field trip is required.		
<b>ENVR 164</b> <b>Hours: 36</b>	<b>NATIVE PLANTS WORKSHOP</b>	<b>1 UNIT</b> <b>CSU</b>
Hands-on exploration of native plant propagation, including identification, seed and cutting collection, transplanting, nursery and greenhouse operations, and revegetation techniques. Evening classroom sessions and daytime application and field trips provide students with an understanding of how to initiate their own native plant projects.		
<b>ENVR 170</b> <b>Hours: 18</b>	<b>INTRODUCTION TO ENVIRONMENTAL EDUCATION</b>	<b>1 UNIT</b> <b>CSU</b>
An interactive introduction to the diverse field of environmental education as applied to K-12. Students explore various approaches and applications of EE while developing the skills necessary to translate their environmental knowledge and experience into effective instruction.		
<b>ENVR 171</b> <b>Hours: 36</b>	<b>ENVIRONMENTAL EDUCATION FIELD PRACTICUM</b>	<b>1 UNIT</b> <b>CSU</b>
Hands-on exploration of the planning and implementation of environmental education in the real world. The lab/practicum takes place at the Feather River Outdoor School, a local sixth-grade residential outdoor education camp. Students develop lesson plans and activities using their own unique blend of skills, talents, and background knowledge and the camp setting. Ultimately, each student has the opportunity to lead environmental field study hikes for small groups of students. Alert: ENVR 170 prerequisite.		

<b>ENVR 180</b> <b>Hours: 3 lec.</b>	<b>ENVIRONMENTAL POLICY, HISTORY &amp; PHILOSOPHY</b>	<b>3 UNITS</b> <b>CSU, UC</b>
Historical, philosophical and political analysis of the laws and policies that affect water, land, air, fire, wildlife, and vegetation in the American West. Examines the federal land management agencies (history, mission, policies) and issues specific to wilderness, wildlife, timber, grazing, water, and mining. Cross-listed with POL 180.		
<b>ENVR 190</b> <b>Hours: 27 lab</b>	<b>ENVIRONMENTAL STUDIES FIELD COURSE</b>	<b>.5 UNIT</b> <b>CSU</b>
Selected environmental studies field trips to areas of environmental, historical, and ecological interest within four major North American biomes: Great Basin, Sierra Nevada, Southern Cascades, and Modoc Plateau. Overnight seminar.		
<b>ENVR 192</b> <b>Hours: 18</b>	<b>WINTER ECOLOGY</b>	<b>.5 UNIT</b> <b>CSU</b>
Through local field trips, students develop an understanding of winter ecology by using hands-on, practical ecological methods. Weekend seminar.		
<b>ENVR 194</b> <b>Hours: 36</b>	<b>CURRENT ENVIRONMENTAL ISSUES</b>	<b>1 UNIT</b> <b>CSU</b>
Explores three regional environmental concerns through classroom and field sessions. Readings, guest speakers, discussion, direct observation, and hands-on projects provide students with varied perspectives to inform judgments about the issues and solutions to these complex challenges. Weekend field trips.		
<b>ENVR 201</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTRODUCTION TO GEOGRAPHICAL INFORMATION SYSTEMS (GIS)</b>	<b>3 UNITS</b> <b>CSU</b>
An introduction to the principles and practices involving Geographical Information Systems (GIS). How GIS function in an interdisciplinary approach to data and sampling methods. Mapping, basic cartography, analysis, geographical information system design, concepts, and implementation. How various data types are used in modeling and cartographic output production.		
<b>ENVR 210</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTRODUCTION TO SOIL SCIENCE</b>	<b>3 UNITS</b> <b>CSU</b>
An introduction to the biological, chemical, and physical properties of soils, including the relationship of soil characteristics to land management, maintenance of soil productivity, soil erosion processes and erosion control methods, soil classification, and the use of soil survey information in forestry, watershed, and wildlife applications. The relationship of soil properties and the geologic/geomorphic setting is emphasized.		
<b>ENVR 220</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTRODUCTION TO FORESTRY</b>	<b>3 UNITS</b> <b>CSU</b>
Comprehensive, broad overview of forest ecology/biology, silviculture, management, policy, and career opportunities. Labs include field trips, such as visits to a national forest, national park, private industrial forest, wilderness area, sawmill, and the FRC campus forest. Formerly FORS 001 and FORS/ENVR 101. Cross-listed with FORS 220.		
<b>ENVR 240</b> <b>Hours: 2 lec., 3 lab</b>	<b>INTRODUCTION TO WILDLIFE &amp; FISHERIES: AN INTEGRATED APPROACH</b>	<b>3 UNITS</b> <b>CSU</b>
An introductory exploration of the field of wildlife biology, including conservation, ecology, threats, and management of wildlife resources. For students interested in wild vertebrate species, including fish. Cross-listed with WILD 240.		
<b>ENVR 241</b> <b>Hours: 2 lec., 6 lab</b>	<b>WILDLIFE DIVERSITY &amp; FIELD TECHNIQUES</b>	<b>4 UNITS</b> <b>CSU</b>
An applied approach to field identification and basic natural history of vertebrate wildlife and the fundamental field techniques used in wildlife management. Alert: ENVR/WILD 240 prerequisite. Cross-listed with WILD 241.		
<b>ENVR 250</b> <b>Hours: 2 lec., 3 lab</b>	<b>FISHERIES CULTURE: CONSERVATION &amp; COMMERCIAL</b>	<b>3 UNITS</b> <b>CSU</b>
An introduction to the techniques and methodology of fisheries culture in earthen ponds and flow-through raceways. Lectures focus on history, theory, hatchery systems, site selection, water quality, feeding rates, and the economics of an aquaculture facility. Lab focuses on applying the lecture to the FRC fish hatchery and the production of salmonid species.		

**ENVR 280 ENVIRONMENTAL CAPSTONE 2 UNITS CSU**  
**Hours: 1 lec., 3 lab**

This interdisciplinary class has two broad objectives: (1) to synthesize information gathered in courses required for the environmental studies major and develop written and oral reports aimed at conserving natural resources, and (2) to develop skills in seeking out, applying to, and interviewing for continued education and/or employment in environmental fields. Alert: 20 units within ENVR core curriculum prerequisite.

**ENVR 291 DIRECTED STUDY 1-5 UNITS**  
**Hours: 18-540**

A student may take advanced coursework or complete a student designed project in an Environmental Studies field after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. (Specific details in Syllabus/Learning Contract.) Cross-listed with WILD 291 and FORS 291.

**ENVR 299 SPECIAL TOPICS IN ENVIRONMENTAL STUDIES .5-3 UNITS CSU**  
**Hours: 18-162**

Covers selected topics in evolving issues or research in the area of environmental management or ecosystem science or special field topics as the opportunity arises. Independent student research and presentation are emphasized.

## FORESTRY

**FORS 010 INTRODUCTION TO ORNAMENTAL HORTICULTURE/LANDSCAPE MAINTENANCE 4 UNITS**  
**Hours: 60 lec., 60 lab**

Prepares students for entry-level occupations in the landscape, grounds, and horticulture fields. Includes plant preparations, plant identification, nursery production, floriculture, greenhouse management, landscape maintenance, and plot design. Emphasizes a landscaping project in which design, preparation, and implementation are stressed.

**FORS 045 SEASONAL FIREFIGHTER BASIC TRAINING 2 UNITS**  
**Hours: 36 lec.; 1 week**

Basic concepts, techniques, skills, and theories on fire suppression and control. Includes fire physics, fuels, weather, topography, behavior, fire-line construction, National Interagency Incident Management System, safety, and helicopters. Meets training needed to become a firefighter for federal and state agencies. Cross-listed with ENVR 045.

**FORS 050 CDF FIREFIGHTER 3 UNITS**  
**Hours: 54 lec., 18 lab; 1 week 1 BASIC**

Based on curriculum prepared by the California Department of Forestry and Fire Protection (CDF) for the 67-hour Firefighter 1 Basic training course. Students completing this course will have met entry-level training requirements for wildland firefighter jobs with CDF. Topics include fire behavior and fire chemistry, fireline safety, fire suppression strategies, structure fires, hazardous materials, hose lays and hydraulics, communications, Incident Command System, use of air craft in fire suppression, and fire-related first aid.

**FORS 112 HORTICULTURE 3 UNITS CSU**  
**Hours: 2 lec., 3 lab**

Surveys horticulture with emphasis on the techniques and biological relationships involved in soil management, plant propagation, greenhouse production, and market gardening (e.g., vegetables, herbs, cut flowers). Focuses on conditions of the Plumas County area and involves hands-on experience with the facilities of FRC.

**FORS 114 LANDSCAPE GARDENING & DESIGN 3 UNITS CSU**  
**Hours: 2 lec., 3 lab**

Introduces principles and applications of residential landscape design with emphasis on sustainability and water conservation. Topics include principles of design, climate and microclimate, site planning, landscape construction techniques, irrigation, pruning, and installation and use of ornamental native, exotic, and edible plants.

**FORS 140 WILDLAND FIRE MANAGEMENT 3 UNITS**  
**Hours: 2 lec., 3 lab**

Introduction to fire ecology and basic concepts, techniques, skills, and theories on fire suppression and control. Includes fire physics, fuels, weather, topography, fire behavior, fire suppression, fire weather, and prescribed fire. Field labs include fire line construction and prescribed burning. Meets training needed to become a firefighter with federal and state agencies. Cross-listed with ENVR 140.

**FORS 152 DENDROLOGY 3 UNITS CSU, UC**  
**Hours: 2 lec., 3 lab**

Classification, identification and nomenclature of forest trees and shrubs of the U.S., emphasizing native western species. Analysis of species' range of survival and optimal growth, along with sub-speciation and varieties in major commercial timber zones. Familiarization with tree/shrub morphological characteristics, common, scientific, and family names, plus their ecological and commercial role as major forest cover types. Cross-listed with ENVR 152 and BIOL 152.

**FORS 220 INTRODUCTION TO FORESTRY 3 UNITS CSU**  
**Hours: 2 lec., 3 lab.**

Comprehensive, broad overview of forest ecology/biology, silviculture, management, policy, and career opportunities. Labs include field trips, such as visits to a national forest, national park, private industrial forest, wilderness area, sawmill, and the FRC campus forest. Formerly FORS 001 and FORS/ENVR 101. Cross-listed with ENVR 220.

**FORS 291 DIRECTED STUDY 1-5 UNITS**  
**Hours: 18-540**

A student may take advanced coursework or complete a student-designed project in an Environmental Studies field after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. (Specific details in Syllabus/Learning Contract.) Cross-listed with WILD 291 and ENVR 291.

## FRENCH

**FRN 101 BEGINNING FRENCH I 4 UNITS CSU, UC**  
**Hours: 4 lec.**

Beginning level French emphasizing understanding and speaking modern French. Includes study of current grammatical structures and vocabulary, practice in reading and writing, and study of French culture. Formerly FRN001.

**FRN 102 BEGINNING FRENCH II 4 UNITS CSU,UC, IGETC**  
**Hours: 4 lec.**

Continuation of French 101, emphasizing understanding and speaking modern French. Includes study of current grammatical structures and vocabulary, practice in reading and writing, and study of French culture. Formerly FRN 002.

**FRN 201 INTERMEDIATE FRENCH I 5 UNITS CSU,UC, IGETC**  
**Hours: 5 lec.**

Intermediate level French, continuation of FRN 102. Emphasizes understanding and speaking modern French, using current vocabulary, and grammatical structures. Course materials include readings, short written assignments, and video. Intensive practice in speaking and listening.

**FRN 291 DIRECTED STUDY 1-5 UNITS CSU**  
**Hours: 54-270**

A student may take advanced coursework in French after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.



## GEOGRAPHY

**GEOG 102** **PHYSICAL GEOGRAPHY** **3 UNITS**  
**Hours: 3 lec.** **CSU,UC, IGETC**  
 Study of Earth's surface, including landforms, rocks and soil, flora and fauna, water, weather, and climate. Examines the atmosphere, hydrosphere, biosphere, and geosphere, as well as the many ways that these spheres interact to form the earth's landscape.

**GEOG 104** **CULTURAL GEOGRAPHY** **3 UNITS**  
**Hours: 3 lec.** **CSU,UC, IGETC**  
 This course is an introduction to cultural geography through the study of global patterns of many aspects of human culture, including population, language, religion, urban and rural settlement, and ways of economic livelihood.

**GEOG 150** **CALIFORNIA GEOGRAPHY** **3 UNITS**  
**Hours: 3 lec.** **CSU,UC, IGETC**  
 A survey of the character of California's physical and cultural landscapes. An examination of how different cultural groups have interacted with the physical environment and each other to shape the geography and society of California. Human-environment interactions and issues are considered throughout the course.

**GEOG 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced coursework or complete a student-designed project in Geography after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional officer. (See specific details in Syllabus/Learning Contract.)

## GEOLOGY

**GEOL 102** **PHYSICAL GEOLOGY** **4 UNITS**  
**Hours: 3 lec., 3 lab** **CSU,UC, IGETC**  
 An introduction to the phenomena shaping Earth. Modern theories about the origin of Earth, its internal structure and evolution through time. Types of rocks and formations. Geological time and plate tectonics, including seismicity, volcanism, and evolution of continental and oceanic basins.

**GEOL 104** **HISTORICAL GEOLOGY** **4 UNITS**  
**Hours: 3 lec., 3 lab** **CSU,UC, IGETC**

History of Earth covering early atmosphere, development of the Earth's structure, continents and oceans, evolution of life, and the interrelationship between geological and astronomical processes. Alert: GEOL 102 prerequisite.

**GEOL 110** **WILDLAND HYDROLOGY** **3 UNITS**  
**Hours: 2 lec., 3 lab** **CSU**  
 Covers the fundamental concepts of the hydrologic cycle, including precipitation, interception evapotranspiration, runoff, infiltration, and groundwater. Emphasis on the relationship between water quality/quantity and development of water resources. Involves issue-oriented analysis of water resources in California and the West. Alert: MATH 016 prerequisite.

**GEOL 180** **ENVIRONMENTAL GEOLOGY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 A study of geological processes as they affect our economic activity and society at large. Geological principles, geologic hazards, earth resources, effects of human activity on earth resource availability, and waste disposal are studied in detail. Alert: GEOL 102 prerequisite.

**GEOL 190** **GEOLOGIC FIELD TRIPS: PALEOZOIC & CENOZOIC GEOLOGY** **.5-1 UNIT**  
**Hours: 4-8 lec., 20-40 field;** **CSU**  
 1-18 weeks  
 Selected geologic field trips to areas of interest for environmental, historical, and physical geology. Course includes a total of 6 day-long field trips of which students must attend either 3 days for a .5 unit or six 6 days for 1 unit. Alert: GEOL 102 prerequisite.

**GEOL 191** **GEOLOGIC FIELD TRIPS: VOLCANIC LANDSCAPES** **.5-1 UNIT**  
**Hours: 4-8 lec., 20-40 field;** **CSU**  
 1-18 weeks  
 Selected geologic field trips to areas of interest for environmental, historical, and physical geology. Course includes a total of 6 day-long field trips of which students must attend either 3 days for a .5 unit or 6 days for 1 unit. Alert: GEOL 102 prerequisite.

**GEOL 192** **GEOLOGIC FIELD TRIPS: URBAN GEOLOGY & HYDROGEOLOGY** **.5-1 UNIT**  
**Hours: 4-8 lec., 20-40 field;** **CSU**  
 1-18 weeks  
 Selected geologic field trips to areas of interest for environmental, historical, and physical geology. Course includes a total of 6 day-long field trips of which students must attend either 3 days for a .5 unit or 6 days for 1 unit. Alert: GEOL 102 prerequisite.

**GEOL 193** **GEOLOGIC FIELD TRIPS: QUATERNARY GEOLOGY** **.5-1 UNIT**  
**Hours: 4-8 lec., 20-40 field;** **CSU**  
**1-18 weeks**  
 Selected geologic field trips to areas of interest for environmental, historical, and physical geology. Course includes a total of 6 day-long field trips of which students must attend either 3 days for a .5 unit or 6 days for 1 unit. Alert: GEOL 102 prerequisite.

**GEOL 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced coursework or complete a student-designed project in Geology after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional officer. (See specific details in Syllabus/Learning Contract.)

## GERMAN

**GRMN 102** **BEGINNING GERMAN I** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC**  
 Beginning level German, emphasizing understanding of modern German. Study and practice in listening and speaking, reading and writing German. Designed to instruct in basic pronunciation, grammar, and conversation.

**GRMN 104** **BEGINNING GERMAN II** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Beginning level German, emphasizing understanding of modern German. Study and practice in listening and speaking, reading and writing German. Designed to instruct in basic pronunciation, grammar and conversation. Alert: GRMN 102 with a grade of "C" or better prerequisite.

## HEALTH

<b>HLTH 030</b> <b>Hours: 30 lec.; 9 weeks</b>	<b>HOSPICE VOLUNTEER</b>	<b>1.5 UNITS TRAINING</b>
Introduces students to the philosophy of hospice care for the terminally ill and their families. The practical, psychological, social, and spiritual needs of those experiencing the last phases of a life-threatening illness are addressed. Family dynamics, communication skills, understanding of bereavement and mourning, and the role of the volunteer are but a few of the highlights.		
<b>HLTH 112</b> <b>Hours: 1.5-4.5 lec.</b>	<b>END OF LIFE CARE THROUGH HOSPICE</b>	<b>1.5-3 UNITS</b>
Designed to give students knowledge and practical skills to care for the terminally ill and their families. Students explore the philosophy of hospice care, psychological needs, family dynamics, grief and bereavement, medical issues, stress management, and role of the volunteer.		
<b>HLTH 350</b> <b>Hours: 9 lec.</b>	<b>GRACEFUL AGING</b>	<b>0 UNITS</b>
From an integrative perspective of Ayurveda, yoga, and holistic health education, students learn everyday techniques to manage stress and enhance health and appearance, which lead to sustainability for good health through mind, body, and spirit. Class includes a brief restorative yoga lesson from a certified yoga instructor.		
<b>HLTH 351</b> <b>Hours: 3 lec.</b>	<b>BEGINNING QUILTING AND BEYOND</b>	<b>0 UNITS</b>
For beginning and experienced quilting students. Students learn the art of quilting while completing a quilting project(s) under expert supervision and by collaborative learning in the classroom. For the older adult, this course will provide opportunities for creative expression to enrich life and increase sense of self-worth. Through the art of quilting and creating individual projects, students feel free to explore hidden talents, share ideas, and develop projects at a comfortable pace.		
<b>HLTH 353</b> <b>Hours: 4 lec.</b>	<b>PERSONAL CARE ATTENDANT TRAINING</b>	<b>0 UNITS</b>
Vocational course with high employment potential is designed to educate home care workers, including paid care providers, family caregivers, and volunteers in providing care at home for chronically ill (disabled) or frail elderly adults. Provides hands-on training in essential personal care skills, including managing medications, nutrition, and client safety. This course is the first in a three-course series to achieve a Certificate of Completion as a Personal Care Attendant. The second part is HLTH 354 and the third HLTH 355..		
<b>HLTH 354</b> <b>Hours: 3 lec.</b>	<b>COPING WITH THE STRESS OF CAREGIVING</b>	<b>0 UNITS</b>
Provides students with an understanding of how stress affects the body physically, mentally, emotionally, and spiritually. Students learn personal techniques to deal with the stress of care giving for the client/family member in the home setting. The course is the second part of a three-part series for a Certificate of Completion as a Personal Care Attendant.		
<b>HLTH 355</b> <b>Hours: 16 lec.</b>	<b>CPR AND FIRST AID</b>	<b>0 UNITS</b>
Educates home care workers, including paid workers, family caregivers, and volunteers in providing care at home for family or clients. Covers knowledge and practical skills to handle emergency procedures in the area of infant, child, and adult CPR through the American Heart Association and Standard First Aid under the American Red Cross. Covers earthquake safety and fire safety. Students are given the American Heart Association and American Red Cross certification examinations and receive the CPR (2-year certificate) and First Aid (3-year certificate) cards if the examinations are passed with a grade of "C" or better. This course is part three of the three-part series to achieve a Certificate of Completion as a Personal Care Attendant.		
<b>HLTH 401</b> <b>Hours: 2 lec., 1.5 lab</b>	<b>DISASTER ASSISTANCE</b>	<b>1.5 UNITS</b>
Follows Red Cross and FEMA training guidelines to prepare students to assist in a natural or man-made disaster. Students receive certification from the Red Cross showing that they are trained to operate within their system, to open and maintain an evacuation center, and to assist clients affected by a disaster.		

## HEALTH &amp; EXERCISE STUDIES

<b>HES 100</b> <b>Hours: 3 lec</b>	<b>PRINCIPLES OF HEALTHFUL LIVING</b>	<b>3 UNITS CSU, UC</b>
Examination of current important health issues and practical means of effectively dealing with them. Main topics include mental and emotional health, nutrition, physical fitness, human sexuality, substance use and abuse, environmental health, communicable diseases, aging, death and dying, safety, and first aid. Emphasis on promoting "wellness" (taking charge of one's health) as a lifelong personal investment. Formerly HLTH 100.		
<b>HES104</b> <b>Hours: 3</b>	<b>SPORTS MANAGEMENT</b>	<b>3 UNITS CSU, UC</b>
Examines the academic and professional requirements of coaching and administering a sports program. Students are exposed to the breadth of the coaching and administering profession by examining philosophy, goals, objectives, ethics, and practical task orientations. Formerly PE 104.		
<b>HES 105</b> <b>Hours: 18 lec.</b>	<b>FIRST AID &amp; SAFETY</b>	<b>1 UNIT CSU, UC</b>
First aid in emergency and accident situations. Wounds, shock, choking, artificial respiration, adult, child, and infant CPR, injuries, burns, effects of heat and cold, medical emergencies, and transportation of the injured. Home fire safety. Upon completion, students qualify for American Red Cross Standard First Aid Certificate (3-year certificate) and American Red Cross Certification (1-year certificate). Formerly HLTH 105.		
<b>HES 108</b> <b>Hours: 9 lec, 27 lab</b>	<b>TRACK AND FIELD &amp; CROSS COUNTRY SKILLS</b>	<b>1 UNIT CSU, UC</b>
Furthers students' knowledge in track and field. Improves many areas in physical fitness, including all events in track and field, cardiovascular, muscle toning, flexibility, and stress reduction. Formerly PE 108.		
<b>HES 112</b> <b>Hours: 3 lab; 9-18 weeks</b>	<b>ULTIMATE DISC</b>	<b>.5-1 UNIT CSU, UC</b>
Beginning through advanced. Ultimate development of individual skills, throwing and catching, and offensive/defensive team strategy. Formerly PE 112.		
<b>HES 113</b> <b>Hours: 1.5-3 lab; 9-18 weeks</b>	<b>CIRCUIT TRAINING</b>	<b>.5-1 UNIT CSU, UC</b>
Activities for improved cardiovascular fitness, muscle toning, and strength with the use of weights, flexibility, and stress reduction. Formerly PE 113.		
<b>HES 114</b> <b>Hours: 1.5-3 lab; 9-18 weeks</b>	<b>PHYSICAL FITNESS: STRETCH &amp; TONE</b>	<b>.5-1 UNIT CSU, UC</b>
A fitness program to improve muscle tone and strength through a series of deep muscle exercises for better flexibility and stress reductions. Formerly PE 114.		
<b>HES 115</b> <b>Hours: 1.5-3 lab, 9-18 weeks</b>	<b>PHYSICAL FITNESS: AEROBICS</b>	<b>.5-1 UNIT CSU, UC</b>
Activities improved cardiovascular fitness. Hi/Lo aerobics, strength training, flexibility, and stress reduction. Formerly PE 115.		
<b>HES 120</b> <b>Hours: 3 lab; 9-18 weeks</b>	<b>WEIGHT TRAINING</b>	<b>.5-1 UNIT CSU, UC</b>
The techniques of weight training and individually adapted exercise program. Basic development of strength, endurance, speed, and agility. Formerly PE 120.		
<b>HES 123</b> <b>Hours: 3 lab</b>	<b>ASIAN MARTIAL ARTS</b>	<b>1 UNIT CSU</b>
Explores the historical techniques of martial arts in light of modern practical applications. Presented as a more traditional martial arts class with students exploring techniques in the forms of Karate, Kung Fu, Aikido, and Taekwondo, as well as other Asian arts. Introduces students to weapons used in various Asian countries including the bo, fai-gi, escrima, broad sword, and others. Students learn the historical, philosophical, and physiological techniques required to execute correctly and safely the required movements through sparring, grappling, and katas. Formerly PE 123.		

<b>HES 124</b> <b>Hours: 3 lec</b>	<b>SPORTS IN AMERICAN HISTORY</b>	<b>3 UNITS</b> <b>CSU, UC</b>
A survey of sports as a reflection of American cultural development, race and gender relations, and political and social change through the 19th and 20th centuries. Examines the development of American life through an examination of the literature, journalism, history, film, and art of sports. Formerly HIST 124.		
<b>HES 127</b> <b>Hours: 3 lab</b>	<b>ADVANCED ASIAN MARTIAL ARTS</b>	<b>1 UNIT</b> <b>CSU</b>
Deepens and expands the understanding and application of traditional martial arts. Students learn not only the empty hand techniques of Karate, Kung Fu, Aikido, and Taekwondo, etc., but also skills in the use of weapons from various Asian countries, including the bo, fai-gi, escrima, shinai, broad sword, and others. Students become more proficient in the various arts while expanding and deepening their knowledge and expertise in the historical, philosophical, and physiological aspects of martial arts. Through the study of empty hand and weapons techniques, reality-based training incorporates grappling, sparring, and empty hand against weapon scenarios. Formerly PE 127.		
<b>HES 131</b> <b>Hours: 6 lab</b>	<b>BEGINNING SPORTS CONDITIONING</b>	<b>2 UNITS</b> <b>CSU, UC</b>
Advances athletic performance. All phases of strength and power are introduced and addressed through strength, agility, balance, plyometric, and speed training. Progression of exercises will be based upon performance assessment after completion of first four weeks. Formerly PE 131.		
<b>HES 132</b> <b>Hours: 3 lec</b>	<b>SPORTS IN SOCIETY</b>	<b>3 UNITS</b> <b>CSU</b>
Students understand the relationship between specific aspects of sociology and sport. Examines social, political, and economic factors that directly and indirectly affect individual and team sport performance. Formerly PE 132.		
<b>HES 133</b> <b>Hours: 3 lec</b>	<b>INTRODUCTION TO KINESIOLOGY</b>	<b>3 UNITS</b> <b>CSU</b>
An introduction to the discipline of kinesiology and its relationship to physical activity. Focuses on how practical applications relate to different professions in the kinesiology field. Formerly PE 133.		
<b>HES 135</b> <b>Hours: 90 field</b>	<b>ADVANCED SPORTS CONDITIONING</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Maximizes athletic performance. All phases of strength and power are progressed using strength, agility, balance, plyometric, and speed training techniques. Progression of exercises are based upon performance assessments after completion of intermediate sport conditioning class. Formerly PE 135.		
<b>HES 139</b> <b>Hours: 3 lab</b>	<b>ASIAN MARTIAL ARTS – WEAPON</b>	<b>1 UNIT</b> <b>CSU</b>
Throughout history, weapons have been used as an extension of the body. The study of martial arts enables one to become prepared physically and mentally for challenges that arise in life. The use of traditional weapons expands upon these principles. Students learn the historical context of weapons from various Asian countries, including the bo, escrima, shinai, broad sword, fai-gi, bokken, naginata, and many others. Students learn techniques for the proper use of these weapons in two-person routines and for executing attacking and defensive moves. Students become proficient in the use of several weapons, with a more in-depth study and focus on a particular weapon that will change each semester. Formerly PE 139.		
<b>HES 141</b> <b>Hours: 3 lec</b>	<b>PRINCIPLES OF FITNESS &amp; PERFORMANCE</b>	<b>3 UNITS</b> <b>CSU</b>
Explores the physiological, psychological, and sociological values of fitness and principles of performance training. Students study and implement the guidelines on how to commence or maintain a program of a healthy and enjoyable exercise program. Students participate in fitness assessment and exercise prescription, covering topics such as exercise and the environment, exercise for diverse populations, and sport nutrition. Formerly PE 141.		
<b>HES 143</b> <b>Hours: 2.5-5 field</b>	<b>PRINCIPLES OF FITNESS &amp; PERFORMANCE LAB</b>	<b>.5-1 UNIT</b> <b>CSU</b>
Continuation of teaching fundamentals and implementation of plays. Formerly PE 143.		

<b>HES 150</b> <b>Hours: 3 lab; 9-18 weeks</b>	<b>INTRAMURALS</b>	<b>.5-1 UNIT</b> <b>CSU, UC</b>
A variety of courses dealing with both individual and team sports. Formerly PE 150.		
<b>HES 151</b> <b>Hours: 3 lab; 9-18 weeks</b>	<b>EXTRAMURAL ULTIMATE DISC</b>	<b>.5-1 UNIT</b> <b>CSU</b>
Regional tournament team play. Instruction in advanced skills of Ultimate Disc. Focuses on conditioning for advanced tournament play. Formerly PE 151.		
<b>HES 157</b> <b>Hours: 1 lec; 6 lab</b>	<b>SPORTS OFFICIATING</b>	<b>3 UNITS</b> <b>CSU</b>
Covers current officiating topics with an emphasis on basic concepts of officiating. Sports addressed include volleyball, basketball, football, baseball, softball, and floor hockey. Focuses on the organization and techniques of officiating sports. Comprehensive instruction in rules, officiating techniques, scoring, and practical lab experience. Formerly PE 157.		
<b>HES 159</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE MEN'S SOCCER</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of men's soccer, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 159.		
<b>HES 160</b> <b>Hours: 3 lec</b>	<b>PSYCHOLOGY OF COACHING</b>	<b>3 UNITS</b> <b>CSU</b>
Examines the various aspects of interpersonal behavior and motivational psychology as they pertain to coaching athletes, including the philosophy of coaching, motivation, leadership, anxiety and stress, self-perception, aggression, and social influence. Formerly PE 160.		
<b>HES 161</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE WOMEN'S SOCCER</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of women's soccer, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 161.		
<b>HES 165</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE WOMEN'S BASKETBALL</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of women's basketball, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, and offensive and defensive strategies. Formerly PE 165.		
<b>HES 166</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE MEN'S BASKETBALL</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of basketball, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 166.		
<b>HES 167</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE WOMEN'S VOLLEYBALL</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of women's volleyball, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 167.		
<b>HES 168</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE WOMEN'S SOFTBALL</b>	<b>1 UNIT</b> <b>CSU, UC</b>
Covers all aspects of the theory of softball, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 168.		



<b>HES 169</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE BASEBALL</b>	<b>1 UNIT CSU, UC</b>
Covers all aspects of the theory of baseball, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 169.		
<b>HES 171</b> <b>Hours: 9 lec; 27 lab</b>	<b>BEGINNING GOLF</b>	<b>1 UNIT CSU, UC</b>
Students learn the fundamental skills necessary to play the game of golf. Formerly PE 171.		
<b>HES 172</b> <b>Hours: 27-324 lab</b>	<b>BEGINNING LIFELONG FITNESS</b>	<b>.5-6 UNITS CSU</b>
In keeping with the primary purpose of wellness, provides insight relative to the values derived by enriching the quality of our lives. Includes the mechanisms for identifying individual needs and providing the means for measurement and improvement of lifestyles to reach a higher level of well being. Provides a personalized approach to assess and prescribe the necessary programs to improve the components of physical fitness and wellness. Skills are taught through sport, such as volleyball, swimming, aerobic dancing, water aerobics, tae bo, weight training, yoga, sports massage, racquetball, and kickboxing. The use of the school and community facilities and equipment enhances the students' awareness of options for different activities. Formerly PE 172.		
<b>HES 174</b> <b>Hours: 27-540 lab</b>	<b>INTERMEDIATE LIFELONG FITNESS</b>	<b>.5-10 UNITS CSU</b>
In keeping with the primary purpose of wellness, provides insight relative to the values derived by enriching the quality of our lives. Includes the mechanisms for identifying individual needs and providing the means for measurement and improvement of lifestyles to reach a higher level of well being. Provides a personalized approach to assess and prescribe the necessary programs to improve the components of physical fitness and wellness. Skills are taught through sport, such as volleyball, swimming, aerobic dancing, water aerobics, tae bo, weight training, yoga, sports massage, racquetball, and kickboxing. The use of the school and community facilities and equipment enhances the students' awareness of options for different activities. Formerly PE 174.		
<b>HES 175</b> <b>Hours: 9 lec, 27 lab</b>	<b>BEGINNING GOLF ACADEMY</b>	<b>1 UNIT CSU, UC</b>
Students learn the fundamental skills necessary to play the game of golf. Formerly PE 175.		
<b>HES 176</b> <b>Hours: 27-540 lab</b>	<b>ADVANCED LIFELONG FITNESS</b>	<b>.5-6 UNITS CSU</b>
In keeping with the primary purpose of wellness, provides insight relative to the values derived by enriching the quality of our lives. Includes the mechanisms for identifying individual needs and providing the means for measurement and improvement of lifestyles to reach a higher level of well being. Provides a personalized approach to assess and prescribe the necessary programs to improve the components of physical fitness and wellness. Skills are taught through sport, such as volleyball, swimming, aerobic dancing, water aerobics, tae bo, weight training, yoga, sports massage, racquetball, and kickboxing. The use of the school and community facilities and equipment enhances the students' awareness of options for different activities. Formerly PE 176.		
<b>HES 178</b> <b>Hours: 3 lab</b>	<b>THEORY OF INTERCOLLEGIATE MEN'S FOOTBALL</b>	<b>1 UNIT CSU, UC</b>
Covers all aspects of the theory of men's football, emphasizing the philosophical foundations and history of the game, sports nutrition, healthy living, perfecting form and technique, offensive and defensive strategies, and opponent scouting and evaluation. Formerly PE 178.		
<b>HES 182</b> <b>Hours: 1 lec, .5 lab; 9-18 weeks</b>	<b>BALLROOM DANCE: SWING</b>	<b>.5-1 UNIT CSU</b>
An introduction to various styles of swing as a ballroom dance through understanding its history, music, rhythms, techniques, and fundamental social aspects. Basic dance floor etiquette and partner dancing "do's and don'ts" are covered. Students may participate in field trips. Formerly PE 182.		

<b>HES 183</b> <b>Hours: 1 lec, .5 lab; 9-18 weeks</b>	<b>INTERMEDIATE BALLROOM DANCE: SWING</b>	<b>.5-1 UNIT CSU</b>
Complementary course to HES 182. Expands on swing dance with more advanced moves and sequencing. Emphasizes styling, rhythm and technique. Some dance experience is required. Partners are not required. Students may participate in field trips. Formerly PE 183.		
<b>HES 184</b> <b>Hours: 1 lec, .5 lab; 9-18 weeks</b>	<b>BASIC BALLROOM DANCE</b>	<b>.5-1 UNIT CSU</b>
An introduction to various ballroom dances through understanding their history, music, rhythms, techniques and fundamental social aspects. Basic to advanced steps in fox trot, waltz, tango, rumba, cha-cha, samba, mambo, salsa, country and western. Selected novelty dances may be covered, as well as dance floor etiquette. Students may participate in field trips. Formerly PE 184.		
<b>HES 192</b> <b>Hours: 1.5-3 lab; 9-18 weeks</b>	<b>BEGINNING YOGA</b>	<b>.5-1 UNIT CSU</b>
Introduction to basic Hatha yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization, and meditation. Formerly PE 192.		
<b>HES 194</b> <b>Hours: 3 lec</b>	<b>PRINCIPLES OF PHYSICAL EDUCATION</b>	<b>3 UNITS CSU</b>
Foundations and philosophies of physical education, including professional requirements, fields of study for majors, legal liabilities, public relations, and teaching principles. Formerly PE 194.		
<b>HES 200</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE MEN'S FOOTBALL</b>	<b>2 UNITS CSU, UC</b>
Students athletes train for participating at the intercollegiate level. Methods of competitive team play and strategy are emphasized. Instruction includes knowledge of and adherence to the Commission on Athletics and conference rules and regulations. Formerly PE 200.		
<b>HES 201</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE MEN'S BASKETBALL</b>	<b>2 UNITS CSU, UC</b>
Students athletes train to participate in intercollegiate basketball. Methods of competitive team play and strategy are addressed, along with knowledge and adherence of league rules and regulations. Formerly PE 201.		
<b>HES 202</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE WOMEN'S BASKETBALL</b>	<b>2 UNITS CSU, UC</b>
Students athletes train to participate in intercollegiate basketball. Methods of competitive team play and strategy are addressed, along with knowledge and adherence of league rules and regulations. Formerly PE 202.		
<b>HES 203</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE MEN'S SOCCER</b>	<b>2 UNITS CSU, UC</b>
Students athletes train to participate in intercollegiate soccer. Methods of competitive team play and strategy are addressed, along with knowledge and adherence of league rules and regulations. Formerly PE 203.		
<b>HES 204</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE WOMEN'S SOCCER</b>	<b>2 UNITS CSU, UC</b>
Students athletes train to participate in intercollegiate soccer. Methods of competitive team play and strategy are addressed, along with knowledge and adherence of league rules and regulations. Formerly PE 204.		
<b>HES 214</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE VOLLEYBALL</b>	<b>2 UNITS CSU, UC</b>
Students train to participate at the intercollegiate level. Methods of competitive team play and strategy are emphasized. Instruction will include knowledge of and adherence to the Commission On Athletics and conference rules and regulations. Formerly PE 214.		

<b>HES 216</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE BASEBALL</b>	<b>2 UNITS CSU, UC</b>
Students train to participate at the intercollegiate level. Methods of competitive team play and strategy are emphasized. Instruction will include knowledge of and adherence to the Commission On Athletics and conference rules and regulations. Formerly PE 216.		
<b>HES 218</b> <b>Hours: 10 field</b>	<b>INTERCOLLEGIATE SOFTBALL</b>	<b>2 UNITS CSU, UC</b>
Students train to participate at the intercollegiate level. Methods of competitive team play and strategy are emphasized. Instruction will include knowledge of and adherence to the Commission On Athletics and conference rules and regulations. Formerly PE 218.		
<b>HES 220</b> <b>Hours: 3 lec</b>	<b>MANAGEMENT &amp; CARE OF ATHLETIC INJURY I</b>	<b>3 UNITS CSU, UC</b>
Introduction to the basic management and care of athletic-related injuries, including basic anatomy, injury assessment, and basic rehabilitation and prevention of injuries, with emphasis on practical applications. Formerly PE 220.		
<b>HES 222</b> <b>Hours: 3 lec</b>	<b>MANAGEMENT &amp; CARE OF ATHLETIC INJURY II</b>	<b>3 UNITS CSU</b>
Provides students with basic medical foundation in the prevention, recognition, assessment, management, and disposition of athletic-related injuries, including the mechanisms of tissue injury and healing, emergency procedures, protective equipment, acute care of injuries, and other health conditions related to sports. Formerly PE 222.		
<b>HES 223</b> <b>Hours: 3 lab</b>	<b>OBSERVATION &amp; PRACTICUM OF ATHLETIC TRAINING</b>	<b>1 UNIT CSU</b>
Applies advanced athletic training principles in rendering care to the athletic teams and/or individual student athletes. Taping techniques, wound care, therapeutic modalities, policies, and procedures of the athletic training profession. Formerly PE 223.		
<b>HES 230</b> <b>Hours: 10 field</b>	<b>ADVANCED MEN'S BASKETBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the COA and conference guidelines strictly enforced. Formerly PE 230.		
<b>HES 232</b> <b>Hours: 10 field</b>	<b>ADVANCED WOMEN'S BASKETBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the COA and conference guidelines strictly enforced. Formerly PE 232.		
<b>HES 234</b> <b>Hours: 10 field</b>	<b>ADVANCED WOMEN'S VOLLEYBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 234.		
<b>HES 236</b> <b>Hours: 10 field</b>	<b>ADVANCED MEN'S BASEBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 236.		
<b>HES 238</b> <b>Hours: 10 field</b>	<b>ADVANCED WOMEN'S SOFTBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 238.		

<b>HES 240</b> <b>Hours: 10 field</b>	<b>ADVANCED MEN'S FOOTBALL</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 240.		
<b>HES 242</b> <b>Hours: 10 field</b>	<b>ADVANCED MEN'S SOCCER</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 242.		
<b>HES 244</b> <b>Hours: 10 field</b>	<b>ADVANCED WOMEN'S SOCCER</b>	<b>2 UNITS CSU, UC</b>
Students train in the off season with specific attention to individual development. Competitive team play and strategy. Knowledge of and adherence to the Commission On Athletics and Golden Valley Conference rules and regulations strictly enforced. Formerly PE 244.		
<b>HES 291</b> <b>Hours: 9-270 hours</b>	<b>DIRECTED STUDY IN HEALTH &amp; EXERCISE STUDIES</b>	<b>1-5 UNITS CSU</b>
A student may take advanced course work in Physical Education after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. These students must also have written approval of the instructor, Division Chair, and Chief Instructional Officer. Formerly PE 291.		

## HISTORY

<b>HIST 102</b> <b>Hours: 3 lec.</b>	<b>WESTERN CIVILIZATION - EARLY</b>	<b>3 UNITS CSU,UC, IGETC</b>
Survey of Near Eastern and European civilizations, including Babylon, Egypt, Greece, Rome, Byzantium, Christianity, Islam, the Germanic West, and the Middle Ages. Formerly HIST 004A.		
<b>HIST 104</b> <b>Hours: 3 lec.</b>	<b>WESTERN CIVILIZATION - MODERN</b>	<b>3 UNITS CSU,UC, IGETC</b>
A survey of the development of modern Western, civilizations including late medieval, Renaissance, Reformation, Age of Revolution, Industrialization, Imperialism, and the developments of the 20th century. Formerly HIST 004B.		
<b>HIST 108</b> <b>Hours: 3 lec.</b>	<b>THE UNITED STATES TO 1877</b>	<b>3 UNITS CSU, UC, IGETC</b>
A survey of U.S. history from pre-Columbian societies and European colonization through the Revolution, Westward Expansion, the Civil War and Reconstruction. Emphasizes the evolution of the nation's political and economic institutions, as well as social, cultural, and foreign policy history. Alert: English 010 or equivalent prerequisite.		
<b>HIST 109</b> <b>Hours: 3 lec.</b>	<b>ANCIENT WORLD CIVILIZATIONS</b>	<b>3 UNITS CSU</b>
A survey of world history from the Neolithic period to the 7th century. The course examines the political, economic, religious and social structures that shaped civilizations in Mesopotamia, Europe, East and South Asia, Africa, and the Americas. Covers the sixth-grade history/social science curriculum in California public schools for students pursuing a teaching credential. Alert: English 010 or equivalent prerequisite.		
<b>HIST 110</b> <b>Hours: 3 lec.</b>	<b>THE UNITED STATES FROM 1877</b>	<b>3 UNITS CSU,UC, IGETC</b>
History of the U. S. from Reconstruction through industrialization, overseas expansion, the Progressive Era, California, the World Wars, and post-war social, economic, political, and cultural developments.		

<b>HIST 111</b> <b>Hours: 3 lec.</b>	<b>MEDIEVAL AND EARLY MODERN WORLD CIVILIZATIONS</b>	<b>3 UNITS CSU</b>
A survey of world history from the early medieval period to the late 18th century. Examines the political, economic, religious, and social structures that shaped civilizations in the Islamic world, Europe, Asia, Africa, and the Americas. Covers the seventh-grade history/social science curriculum in California public schools for students pursuing a teaching credential. Alert: English 010 or equivalent prerequisite.		
<b>HIST 112</b> <b>Hours: 3 lec.</b>	<b>MODERN WORLD HISTORY</b>	<b>3 UNITS CSU</b>
A survey of world history from the French Revolution to the present examining the central issues that have shaped the world for the past two centuries including industrialization and globalization, revolution and war, imperialism and post-colonialism, nationalism and the clash of ideologies, and the individual and the state.		
<b>HIST 120</b> <b>Hours: 3 lec.</b>	<b>WOMEN IN AMERICAN HISTORY</b>	<b>3 UNITS CSU,UC, IGETC</b>
A multicultural review of the role, status, and contributions of women in American history from colonial times to present. Emphasis is on the political, social, cultural, and economic conditions that produced the attitudes and actions by and about women.		
<b>HIST 130</b> <b>Hours: 3 lec.</b>	<b>NATIVE AMERICAN HISTORY</b>	<b>3 UNITS IGETC</b>
Survey of history of Native Americans from Columbus to the present. Deals with Native American environment, culture, economy, and way of life. Covers Spanish, French, and British periods of contact with a greater emphasis on Indian-American period. Native American leaders, tribes, and nations and their relationship to the federal government from 1790 to the present are emphasized. Formerly HIST 030.		
<b>HIST 140</b> <b>Hours: 3 lec.</b>	<b>CALIFORNIA HISTORY</b>	<b>3 UNITS CSU, UC, IGETC</b>
The heritage and development of California from the time of Spanish settlement to the present. Includes Spanish, Mexican, and American periods. Surveys the changes from simple agrarian economy to the agricultural-industrial political economy of today. Includes California institutions and the present multicultural environment of California. Formerly HIST 040.		
<b>HIST 160</b> <b>Hours: 3 lec.</b>	<b>HISTORY OF THE AMERICAN WEST</b>	<b>3 UNITS CSU, UC</b>
Survey of the history of the American West from Pre-Columbian cultures to the present. Examines the evolution of the western frontier, patterns of European-Indian interaction, the role of the federal government in the West, as well as the importance of the railroads, mining, ranching, and farming. Also explores the impact of the West and its myths on modern America.		
<b>HIST 170</b> <b>Hours: 27 lec., 54 lab, 45 field; 6 weeks</b>	<b>WASHINGTON, D.C. WEEK: "DEMOCRACY IN PRACTICE"</b>	<b>3 UNITS CSU</b>
Explores "democracy in practice" through lecture and study, attendance and participation in a local government or community political event, and a fully supervised and coordinated week in Washington, D.C. Examines the behavior of key actors in national government institutions. Examines how individuals and groups can affect and are affected by the institutions and people of national and local government. This course is especially helpful to any who aspire to a career in education. Students pay for the cost of airfare, hotel, meals, and incidentals for the trip to Washington in addition to regular college fees. Alert: POL 101 prerequisite. Cross-listed as POL 170.		
<b>HIST 172</b> <b>Hours: 27 lec., 54 lab, 45 field</b>	<b>DEMOCRACY IN PRACTICE: LANDMARKS IN CIVIL RIGHTS</b>	<b>3 UNITS CSU</b>
Explores "democracy in practice" through lecture and discussion, attendance and participation in a community political event, and a fully supervised week visiting prominent places in the history of the civil rights movement in the southern states of the U.S. Examines how individuals and groups influence major institutional political changes in local, state, and national policy. Students pay the cost of airfare, hotels, meals, and incidental costs of a seven-to-ten-day excursion that includes Virginia, Alabama, and Tennessee. Cross-listed as HUMN 172 and POL 172.		

<b>HIST 291</b> <b>Hours: 54-270</b>	<b>DIRECTED STUDY</b>	<b>1-5 UNITS CSU</b>
A student may take advanced coursework in History after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrated ability in area of study.		
<b>HIST 297</b> <b>Hours: 1-3 lec.</b>	<b>SPECIAL TOPICS IN HISTORY</b>	<b>1-3 UNITS</b>
Covers selected topics in regional, national, or world history as the opportunity arises.		
<b>HIST 401</b> <b>Hours: lec. 2</b>	<b>FAMILY HISTORY GENEALOGY</b>	<b>0 UNITS</b>
Students learn the tools to begin or expand their personal family genealogy. Students place their family into surrounding historical events and gain the skills necessary to pursue a lifelong hobby that will allow skill mastery and social interaction, two important elements in promoting brain health for successful aging. The class uses both computer and traditional sources for historical research.		

## HONORS -- INTERDISCIPLINARY STUDIES

<b>HON 272</b> <b>Hours: 3 lec.</b>	<b>CLASSICAL LEADERSHIP STUDIES - SEMINAR</b>	<b>3 UNITS CSU</b>
Students study leadership in the context of the great books and other documents and enhance their fundamental understanding of the concepts of leadership as manifested by effective leaders in classical case studies. Examines a variety of literary-historical-philosophical sources, including contemporary writings, speeches, biographies, topical excerpts, and classical literature selections, and engages students in focused and reflective discussion/analysis of leadership qualities and development.		
<b>HON 274</b> <b>Hours: 3 lec.</b>	<b>20TH CENTURY HISTORY &amp; CULTURE</b>	<b>3 UNITS CSU, UC, IGETC</b>
Examines the interrelation and intersecting influences of historical events, philosophy, literature, art, historical theory, and cultural movements. Focuses on such subjects as industrialization, colonialism, revolution and war, philosophy of origins and existence, literary innovation, and artistic experimentation.		
<b>HON 276</b> <b>Hours: 3 lec.</b>	<b>NATURE &amp; CIVILIZATION</b>	<b>3 UNITS CSU, UC, IGETC</b>
Civilization is often seen as a fall from nature, but this notion should be questioned. Students explore the assumptions underlying both nature appreciation and concepts of the civilized world.		
<b>HON 278</b> <b>Hours: 3 lec.</b>	<b>HISTORY OF ECONOMICS</b>	<b>3 UNITS CSU, UC, IGETC</b>
Economics supplies one of the fundamental measures of modern life. Students examine various economic theories and the influence of economics on society, art, work, and literature.		
<b>HON 280</b> <b>Hours: 3 lec.</b>	<b>THE 18TH CENTURY</b>	<b>3 UNITS CSU, UC, IGETC</b>
An exploration of the art, literature, philosophy, and science of the 18th century. Studies comparisons between the 18th and 20th centuries.		
<b>HON 282</b> <b>Hours: 3 lec.</b>	<b>AMERICAN EXPERIENCE</b>	<b>3 UNITS CSU, UC, IGETC</b>
An interdisciplinary examination of American life, including history, literature, popular culture, and self-definitions.		



**HON 284** **HISTORY OF SCIENCE** **3 UNITS**  
**Hours: 3 lec.** **& SCIENTIFIC THOUGHT** **CSU, UC, IGETC**  
 An overview of the history of scientific discovery, methods of scientific thought, and consideration of scientific perspectives and their social and cultural ramifications.

**HON 286** **GENDER & SOCIETY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 A study of historical and present times concerning gender, gender roles, and social and psychological perception of gender.

**HON 288** **BLACKS, WHITES** **3 UNITS**  
**Hours: 3 lec.** **& AMERICAN BLUES** **CSU, UC, IGETC**  
 Examines American folk culture, ethnicity, and race, and the development of popular culture by focusing on one particular oral and musical manifestation. The course studies the genesis of blues as a primary American art form in several ways: tracing the blues back to West African origins, through slave and laboring cultures, the dissemination of blues and its mixing with urban influences, and the rebirth of the blues as American popular music (i.e., rock and roll). Combines the approaches of anthropology, literary study, and cultural studies.

**HON 290** **HONORS SEMINAR:** **.5 UNIT**  
**Hours: 8 Lec., 1 day** **SELECTED TOPICS** **CSU**  
 An exploration of a specific topic or theme in art, literature, popular culture, politics, or science relevant to the way we live in the 20th Century.

**HON 292** **THE SIXTIES: THE EXPERIENCE** **3 UNITS**  
**Hours: 3 lec.** **& THE LEGACY** **CSU, UC**  
 An interdisciplinary, multi-media examination of the social, political, and cultural experiences of the Sixties in America and what effect they have on American life today.

## HUMANITIES

**HUMN 100** **ART APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 An introduction for both the general interest and art major student of the nature and role of the visual arts in society. An overview of art history, theory, and practices. The media of art are also explored. Cross-listed with ART 100.

**HUMN 101** **MUSIC APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Increases students' understanding and enjoyment of music. Explores various composers and types of musical styles from early music to the present day. Designed for students with little or no musical background. Formerly MUS 001. Cross-listed with MUS101.

**HUMN 110** **INTRODUCTION TO** **3 UNITS**  
**Hours: 3 lec.** **HUMANITIES I** **CSU, UC, IGETC**  
 An introduction to Western Culture from 3000 BCE to 1400 CE. Explores culture through the lenses of literature, religion, philosophy, politics, architecture, music, and art. Through lecture, research, readings, analysis, and examples of the fine arts of the times, students learn of Western civilization's changing culture from the Egyptian Age to the Middle Ages and gain a better understanding of present-day culture.

**HUMN 112** **INTRODUCTION TO** **3 UNITS**  
**Hours: 3 lec.** **HUMANITIES II** **CSU, UC, IGETC**  
 An introduction to Western civilization from 1300 CE to the present. Through lecture, research and examples of the fine arts of the times, students will learn of Western civilization's changing culture from the Middle Ages to the present, thus enabling students to understand better their own present-day culture.

**HUMN 128** **FILM APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 Analytical study of the art of film. Representative films are viewed in a context of stylistic techniques and cultural themes. Emphasis is on the classical narrative film. Cross-listed with ENGL 128.

**HUMN 172** **DEMOCRACY IN PRACTICE** **3 UNITS**  
**Hours: 27 lec., 54 lab, 45 field** **LANDMARKS IN CIVIL RIGHTS** **CSU**  
 Explores "democracy in practice" through lecture and discussion, attendance and participation in a community political event and a fully supervised week visiting prominent places in the history of the civil rights movement in the southern states of the U.S. Examines how individuals and groups influence major institutional political changes in local, state, and national policy. Students pay the cost of airfare, hotels, meals, and incidental costs of a seven-to-ten-day excursion that includes Virginia, Alabama, and Tennessee. Cross-listed with HIST 172 and POL 172.

**HUMN 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced course work in Humanities after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in the area of study.

## INDUSTRIAL TECHNOLOGY

**IT 010** **WOODWORKING** **1.5 UNITS**  
**Hours: .5 lec., 3 lab**  
 Entry-level skills in woodworking, theory, and practice.

**IT 012** **CABINETS & MILLWORK** **3 UNITS**  
**Hours: 1 lec., 6 lab**  
 Machine woodworking for students with no prior basic knowledge of woodworking or millwork. Emphasis on cabinet construction for domestic housing and industry.

**IT 015** **BEGINNING CARPENTRY** **3 UNITS**  
**Hours: 1 lec., 6 lab**  
 Entry-level carpentry skills development in modern carpentry techniques.

**IT 016** **LONGBOARD SKI** **1 UNIT**  
**Hours: 1 lec., 3 lab; 9 weeks** **BUILDING**  
 Teaches students how to build long wooden skis as they were constructed in the mid-1800s.

**IT 021** **INTERMEDIATE WELDING** **2.5 UNITS**  
**Hours: 1.5 lec., 3 lab**  
 Intermediate level skill development in shielded metal arc welding and metallic inert gas welding. Emphasis on safety regulations as established by the National and State Occupational Health and Safety Act.

**IT 022** **ADVANCED WELDING** **2.5 UNITS**  
**Hours: 1.5 lec., 3 lab**  
 Advanced level skill development in state-of-the-art welding and cutting processes. Emphasis on safety regulations as established by the National and State Occupational Health and Safety Act.

**IT 050** **GENERAL WELDING** **2.5 UNITS**  
**Hours: 1.5 lec., 3 lab**  
 Entry level welding skills development in modern welding and cutting processes, theory, and practice. Emphasis on safety regulations as established by the National and State Occupational Health and Safety Act.

## LEARNING SKILLS

**LSKL 440** **GED PREPARATION** **0 UNITS**  
**Hours: Variable**  
 Reviews the five subject areas of grammar, writing, social studies, science, literature, and mathematics in order for an individual to complete the GED exam successfully. This is a self-paced, competency-based, comprehensive review. Open-entry/Open-exit.

## MATHEMATICS

**MATH 016** **ELEMENTARY ALGEBRA** **4 UNITS**  
**Hours: 4 lec.**  
 An introduction to algebra, algebraic expressions, linear equations, inequalities, word problem solving techniques, and graphing. Covers operations with polynomials, factoring, solving polynomial equations, operations with rational expressions, solving rational equations, and functions.

**MATH 018** **INTERMEDIATE ALGEBRA** **4 UNITS**  
**Hours: 4 lec.**  
 Provides students with an introduction to functions, methods of solving systems and inequalities, radicals and rational exponents, complex numbers, quadratic equations and functions, exponential and logarithmic functions, and word solving techniques. Alert: MATH 016 prerequisite.

**MATH 108** **INTRODUCTION TO TRIGONOMETRY** **1 UNIT**  
**Hours: 1 lec.** **CSU**  
 An introduction to trigonometry, angular measurements, right triangle trigonometry, trigonometric functions and their identities, and the solution of trigonometric equations. Normally taken concurrently with MATH 110. Our MATH 110 will not transfer to UNR without the addition of MATH 108 because of UNR's requirement for a trigonometry component in College Algebra. Alert: MATH 018 prerequisite.

**MATH 110** **COLLEGE ALGEBRA** **4 UNITS**  
**Hours: 4 lec.** **CUS, UC, IGETC**  
 Provides students with knowledge about advanced topics in algebra, focusing on quadratic, rational and radical equations, relations, various types of functions and their graphs, rational and quadratic inequalities, systems of linear equations and inequalities, and solving equations of higher degree focusing on polynomial functions of various degree, rational, exponential and logarithmic functions and equations. Stress on techniques of graphing functions by transforming the graphs of reference functions and algebraic sign analysis. Includes the study of systems of linear equations and inequalities. MATH110 will not transfer to UNR without the addition of MATH 108 because of their requirement for a trigonometry component. Alert: MATH 018 prerequisite.

**MATH 114** **FINITE MATH** **4 UNITS**  
**Hours: 4 lec.** **CSU**  
 Covers a range of mathematical tools commonly used in business, social sciences, and life sciences, including probability theory and linear mathematics. Selected topics from Markov chains, interest and mortgage calculations, financial decision making, linear programming, two-person zero-sum games, and logic are also studied.

**MATH 116** **PRECALCULUS** **4 UNITS**  
**Hours: 4 lec.** **IGETC**  
 An in-depth study of trigonometry. The trigonometric functions, unit-circle trigonometry, right triangle trigonometry, graphs of transformed sine and cosine functions, amplitude, period and phase shift. Trigonometric equations. The laws of sines and cosines. Complex numbers, DeMoivre's Theorem, vectors, vector operations and applications. Analytic geometry topics, conic sections, polar coordinates, parametric equations. Formerly MATH 025. Alert: MATH 110 with a grade of "C" or better prerequisite.

**MATH 150** **CONCEPTS & STRUCTURES OF MATHEMATICS FOR EDUCATORS** **3 UNITS**  
**Hours: 3 lec.** **CSU**  
 Structure of the real number system, operations on real numbers, number theory in preparation for teaching math at the K-6 grade levels. For Liberal Studies majors in the blended, pre-credential program leading to a Multiple Subjects teaching credential. Alert: MATH 018 or satisfactory completion of equivalent test prerequisite.

**MATH 152** **CONCEPTS & STRUCTURES OF MATHEMATICS FOR EDUCATORS** **3 UNITS**  
**Hours: 3 lec.** **CSU**  
 Problem solving, probability and statistics, measurement and the metric system, and geometry for liberal studies/pre-credential majors pursuing a multiple subjects teaching credential. Not acceptable for a mathematics major or minor. Alert: MATH 150 or consent from instructor prerequisite.

**MATH 202** **ELEMENTARY STATISTICS** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Emphasis on understanding statistical methods techniques, and their use. Measures of central tendency, dispersion, linear regression, correlation, probability, distribution, sampling, and testing hypothesis. Standard deviation and Chi-square tests. Alert: MATH 018 with a grade of "C" or better prerequisite. Formerly MATH 017. Cross-listed with PSY 202.

**MATH 218** **CALCULUS I** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Mathematical basis for advanced studies in the fields of mathematics, the sciences, engineering, business, and other related fields. This is a very difficult course, and students should be confident of their algebraic skills. If students have any doubt about their preparation, they should take the placement exam and discuss the results with a qualified instructor in the mathematics department. Alert: MATH 108 or MATH 116 prerequisite.

**MATH 220** **CALCULUS II** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Students further their understanding of the mathematical basis for advanced studies in the fields of mathematics, the sciences, engineering, business, and other related fields. This is a very difficult course that extends the concepts of differentiation and integration to transcendental functions. Students should be confident of their algebraic skills. If students have any doubt about their preparation, they should take the placement exam and discuss the results with a qualified instructor in the mathematics department. Alert: MATH 218 prerequisite.

**MATH 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced course work in mathematics after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

**MATH 303** **PRE-ALGEBRA I** **3 UNITS**  
**Hours: 3**  
 Benefits students who need intensive basic math review or who have very limited math background. This is the first level in the math progression leading to MATH 106.

**MATH 304** **PRE-ALGEBRA II** **3 UNITS**  
**Hours: 3**  
 Benefits students who need intensive basic math review or who have very limited math background. This is the second level in the math progression leading to MATH 106.

## MUSIC

- MUS 101** **MUSIC APPRECIATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 Designed to increase the student's understanding and enjoyment of music. Explores various composers and types of musical styles from early music to the present day. Designed for students with little or no musical background. Formerly MUS 001. Cross-listed with HUMN101.
- MUS 120** **CHORAL** **2 UNITS**  
**Hours: 2-4 lec.; 9-18 weeks** **CSU, UC**  
 Study and performance of four-part harmony choral works. Open to all students. Formerly MUSIC 010.
- MUS 122** **BEGINNING FOLK GUITAR** **1 UNIT**  
**Hours: 54 lab** **CSU**  
 Study of folk guitar with emphasis on performance. Includes chord fingering, singing, picks and strums, and an overview of folk music.
- MUS 125** **INTRODUCTION TO CLASSICAL GUITAR** **1 UNIT**  
**Hours: 1.5 lec., 1.5 lab; 9 week** **CSU, UC**  
 Study of classical guitar technique with emphasis on performance. Includes music reading fundamentals, tuning, posture, left-and right-hand techniques, and the interpretation of music literature of the guitar.
- MUS 130** **INTRODUCTION TO PIANO** **3 UNITS**  
**Hours: 2 lec., 3 lab** **CSU**  
 Students learn the basics of music notation, theory, and duration and accomplish playing a simple melody on the keyboard with accompaniment.
- MUS 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced course work in Music after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## NURSING

- NURS 080** **INTRAVENOUS THERAPY/ BLOOD WITHDRAWAL** **2 UNITS**  
**Hours: 12 lec; 3 weeks**  
 Students learn the principles and practice of intravenous therapy and blood withdrawal. The following topics are included: 1) legal aspects, 2) rationale for treatment/procedure, 3) psychological preparation of the patient, 4) anatomy of the veins as it relates to choosing an appropriate site for IV therapy or blood withdrawal, 5) venipuncture equipment, 6) Venipuncture and skin puncture techniques, 7) fluid and electrolyte balance, including acid/base balance, 8) parental fluids, 9) complications and safety factors, 10) transfusion therapy, and 11) total parental nutrition.
- NURS 100** **NURSE'S AIDE** **6 UNITS**  
**Hours: 16 lec, 4.5 weeks 16 lab 7 weeks** **CSU**  
 Prepares students for the roles and responsibilities of the certified nurse assistant, and covers the concepts, skills and procedures for providing resident care in the long-term care facility.

- NURS 102** **HOME HEALTH AIDE** **2 UNITS**  
**Hours: 40 lec**  
 Provides the knowledge and skills necessary for a home health aide to work as part of the home health care team. The focus is on basic human needs, communications, working with ill persons, eldercare, nutrition, special diets, and home management. In addition to classroom instruction, a supervised field practice in client's homes or an adult care home for a total of 40 hours is required. This course meets the requirements of the Department of Health Services, for a certification as a Home Health Aide. Advisory: Enrolled in NRS100 Nurse Aide class or current CA C.N.A.
- NURS 110** **DOSAGE CALCULATIONS FOR THE HEALTH PROVIDER** **1 UNIT**  
**Hours: 2 lec, 9 weeks**  
 Course covers the three major drug calculation methods (ratio & proportion, formula, & dimensional analysis) to expose the student to all calculation methods, so they can choose their preferred method. These calculations will focus application to acute care, long-term care, and pediatric specialty areas.
- NURS 112** **NURSING FOUNDATIONS** **2 UNITS**  
**Hours: 6 lec; 6 weeks** **CSU**  
 An introduction to the study of nursing, which includes understanding the role of the LVN, developing effective communication skills to better understand patient needs, and identifying medical terminology so as to understand treatments and carry out doctor's orders. Ethical and legal responsibilities of the LVN will also be discussed, as well as concepts of holistic health and transcultural nursing, to prepare students for encounters with people of different cultures. Alert: NURS 100, BIOL 110, HES 170, BIOL112 prerequisite. Acceptance into nursing program through application process.
- NURS 114** **NURSING FOUNDATIONS LAB** **1 UNIT**  
**Hours: 6 lab; 10 weeks** **CSU**  
 The laboratory component of Nursing Foundations. Introduction to the basic procedures for vocational nursing care in the hospital. Co-requisite: NURS 112, NURS 116, NURS 120.
- NURS 116** **PSYCHOLOGICAL PRINCIPLES FOR NURSES** **3 UNITS**  
**Hours: 9 lec; 6 weeks** **CSU**  
 Introduces the student to the psychological, social, and cultural needs of the patients they will care for in the hospital and clinical setting. Students will learn how to identify needs and problems, including typical stresses experienced by the medical surgical patient and stresses defined by the DSM in the mental health setting. Appropriate coping strategies will be practiced. Alert: NURS 100, BIOL 110, HES 170, BIOL112 prerequisites. Acceptance into nursing program through application process.
- NURS 120** **INTRODUCTION TO PHARMACOLOGY** **1 UNIT**  
**Hours: 6 lec; 4 weeks** **CSU**  
 A survey of terminology, mathematics, and classes of drugs commonly used in pharmacology. Classes of drugs are discussed, and one example from each class is studied in depth, forming a basic structure upon which students can add new drugs learned during Med-Surg courses. Typical indications, side effects and dosages will be covered with special emphasis on nurses' responsibilities in administering drugs. Prerequisites: NURS112.
- NURS122** **BASIC MEDICAL SURGICAL NURSING** **5 UNITS**  
**Hours: 5 lec** **CSU**  
 The last in the series of three Medical Surgical Nursing classes, the course emphasizes in-depth knowledge of the disease process in multi-system disorders, and related nursing interventions. Building on the knowledge gained in the prerequisite courses, the class will equip the student to function as a vocational nurse. Pharmacology, diet therapy and communication will be incorporated. Prerequisites: NURS 112, NURS 214.
- NURS 123** **BASIC MEDICAL SURGICAL CSU NURSING LAB** **2 UNITS**  
**Hours: 6 lab**  
 Laboratory component of Basic Medical Surgical Nursing, covering basic physiology, pathophysiology, and relevant nursing interventions. Includes assessment, charting, administering medication, diet therapy, and effective communication. Co-requisite: NURS 122.



**NURS 125** **BASIC MEDICAL** **3.5 UNITS**  
**Hours: 24 lab; 8 weeks** **SURGICAL** **CSU**  
**NURSING LAB**

Laboratory component of Basic Medical Surgical Nursing, covering basic physiology, pathophysiology, and relevant nursing interventions. Includes assessment, charting, administering medication, diet therapy, and effective communication. Prerequisite: NURS 123.

**NURS 212** **INTERMEDIATE** **3 UNITS**  
**Hours: 5.5 lec; 11 weeks** **MEDICAL** **CSU**  
**SURGICAL NURSING**

The second in a three-semester sequence of classes. Students will study disease process in each body system with emphasis on surgical intervention required as the acuity of the process increases. Emphasis will be placed on the return to equilibrium brought about by intervention with appropriate measures. Alert: NURS 122, NURS 123, NURS 125 prerequisites.

**NURS 214** **INTERMEDIATE** **2.5 UNITS**  
**Hours: 8 lab; 17 weeks** **MEDICAL SURGICAL** **CSU**  
**NURSING LAB**

This course is the laboratory portion of Intermediate Medical Surgical Nursing. Clinical experience will reflect the theoretical knowledge that the student has gained in Basic and Intermediate Medical Surgical Nursing. Laboratory will be centered in the hospital, surgery and emergency room. Alert: Co-requisite: NURS 212.

**NURS 222** **ADVANCED MEDICAL** **5 UNITS**  
**Hours: 7.5 lec; 12 weeks** **SURGICAL NURSING** **CSU**

The last in the series of three Medical Surgical Nursing classes, the course emphasizes in-depth knowledge of the disease process in multi-system disorders, and related nursing interventions. Building on the knowledge gained in the prerequisite courses, the class will equip the student to function as a vocational nurse. Pharmacology, diet therapy, and communication will be incorporated. Alert: NURS 212 and NURS 214 prerequisites.

**NURS 223** **ADVANCED MEDICAL** **2 UNITS**  
**Hours: 8.5 lab; 12 weeks** **SURGICAL** **CSU**  
**NURSING LAB**

Laboratory component of Advanced Medical Surgical Nursing, covering nursing interventions for multisystem diseases, pharmacology, diet therapy and communication. Co-requisite: NURS 222.

**NURS 225** **ADVANCED** **1.5 UNITS**  
**Hours: 24 lab; 4 weeks** **MEDICAL SURGICAL CSU NURSING LAB**

Laboratory component of Advanced Medical Surgical Nursing, covering nursing interventions for multisystem diseases, pharmacology, diet therapy and communication. Prerequisite: NURS 223.

**NURS 232** **OBSTETRICAL** **2 UNITS**  
**Hours: 6 lec; 6 weeks** **NURSING** **CSU**

A survey of normal pregnancy, delivery, post-partum and newborn care, and the deviations from the norm. Alert: NURS 122, NURS 123, and NURS 125 prerequisites.

**NURS 234** **OBSTETRICAL** **.5 UNIT**  
**Hours: 6 lab; 4 weeks** **NURSING LAB I** **CSU**

Laboratory component of Obstetrical Nursing, covering pregnancy, delivery, post-partum and newborn care. Co-requisite: NURS 232.

**NURS 235** **OBSTETRICAL** **1 UNIT**  
**Hours: 24 lab; 2 weeks** **NURSING LAB II** **CSU**

Laboratory component of Obstetrical Nursing, covering pregnancy, delivery, post-partum and newborn care. Prerequisite: NURS 232.

**NURS 237** **PEDIATRIC** **2 UNITS**  
**Hours: 6 lec; 6 weeks** **NURSING** **CSU**

Study of the growth and development of the normal newborn and child, which is then used as a basis for understanding the sick child, and the child with congenital or developmental abnormalities. Emphasis is placed on the family as the central unit and on the psychological, emotional and social factors related to the sick child. Advisory: NURS 122, NURS 123, NURS 125 prerequisites.

**NURS 239** **PEDIATRIC** **.5 UNIT**  
**Hours: 5.5 lab; 6 weeks** **NURSING LAB I** **CSU**

This course is the laboratory component of Pediatric Nursing, covering the growth and development of the newborn and child, including the study of illness and developmental and congenital abnormalities, as well as the psychological, emotional and social impact of the child on the family. Co-requisite: NURS 237.

**NURS 240** **PEDIATRIC** **1 UNIT**  
**Hours: 24 lab; 2 weeks** **NURSING LAB II** **CSU**

This course is the laboratory component of Pediatric Nursing, covering the growth and development of the newborn and child, including the study of illness and developmental and congenital abnormalities, as well as the psychological, emotional and social impact of the child on the family. Prerequisite: NURS 239.

## OUTDOOR RECREATION LEADERSHIP

**ORL 110** **INTRODUCTION TO** **3 UNITS**  
**Hours: 54 lec.** **RECREATION & LEISURE** **CSU**

An introduction to the history, philosophy, and principles of recreation and leisure. The significance and implications of leisure and recreation are explored from the perspective of the individual, the society, the community, and the family. Additional topics include the agencies providing programs and an investigation of professional employment opportunities in recreation.

**ORL 116** **OUTDOOR RECREATION** **3 UNITS**  
**Hours: 2 lec., 3 lab** **PRINCIPLES** **CSU**

An exploration of the characteristics of wilderness and backcountry environments in terms of potential hazards and human capability for adverse impact on resource lands. Prepares students for the Outdoor Recreation Leadership Program and to enhance their knowledge of and appreciation for the natural environment and the agencies that manage public lands so that safe, responsible, and enjoyable outdoor adventures are possible.

**ORL 120** **RECREATION PROGRAM PLANNING** **3 UNITS**  
**Hours: 2 lec., 3 lab** **CSU**

Equips students with a variety of program planning methodologies and skills. Emphasizes the planning, organization, implementation, and evaluation of recreation programs. Theories are applied in an experiential setting.

**ORL 121** **SNOWBOARDING** **.5 – 1 UNIT**  
**Hours: 1.5-3 lab** **CSU, UC**

An introduction to fundamentals of snowboarding, including terminology, how to purchase equipment and gear, safety skills, trip organization, and cold weather preparation. Physical conditioning and balance and boarding techniques are introduced for beginners. Students must provide own snowboard and outdoor gear.

**ORL130** **ADVENTURE BASED** **6 UNITS**  
**Hours: 36 lec., 216 lab** **OUTDOOR RECREATION** **CSU, UC**

Students participate in a variety of field-based activities aimed at improving teaching and leading skills in a variety of outdoor adventure activities, including whitewater kayaking and rafting, backpacking, winter travel and camping techniques cross-country, and telemark skiing, as well as rock climbing and mountaineering techniques. A majority of the class time is spent in field-based activities.

<b>ORL 132</b> <b>Hours: 9 lec.</b>	<b>COLLEGE OUTLINES PROGRAM LEADERSHIP</b>	<b>1 UNIT CSU</b>
Provides students an opportunity to understand all aspects of leading trips for a college outings program. Students act as trip leaders on a variety of outdoor trips with the Feather River Outings Group (FROG) and for community groups.		
<b>ORL 140</b> <b>Hours: 9 lec., 27 lab</b>	<b>INTRODUCTION TO SEA KAYAKING</b>	<b>1 UNIT CSU</b>
Students are exposed to the fundamentals of sea kayak touring, including equipment use, proper paddling techniques, self- and assisted rescue, and group traveling techniques. Skills are learned in the classroom and applied on the water with an emphasis on learning safe and efficient techniques that can all be later applied to the ocean environment. Class is conducted on local lakes and reservoirs.		
<b>ORL 142</b> <b>Hours: 9 lec., 27 lab</b>	<b>INTERMEDIATE SEA KAYAKING</b>	<b>1 UNIT CSU</b>
Students continue to develop their sea kayak touring skills by adding expedition techniques. A multi-day expedition exposes participants to the equipment and methods used to ensure a safe and enjoyable trip. Skills include advanced rescue techniques, navigation, proper campsite selection, group travel techniques, and boat/equipment care and maintenance. Opportunities to work on Eskimo roll. Discussion of tides, currents, and other ocean elements is included.		
<b>ORL 144</b> <b>Hours: 9 lec., 27 lab</b>	<b>BACKCOUNTRY SKI &amp; SNOWBOARD</b>	<b>1 UNIT CSU</b>
Provides students with knowledge related to skills required for traveling in the winter backcountry. Includes equipment, group travel, avalanche protocol, avalanche forecasting, rescue, route finding, and ski and snowboarding techniques. This class requires that students are in a physical condition that allows them to exercise vigorously at high elevations. This class assumes that students know how to ski or snowboard.		
<b>ORL 150</b> <b>Hours: 9 lec.; 27 lab</b>	<b>BEGINNING WHITEWATER RAFT GUIDING</b>	<b>1 UNIT CSU, UC</b>
An introduction for students interested in learning basic competencies related to safe travel in a whitewater raft. Includes paddling, clothing and equipment, self-rescue, commands for navigation, basic safety, and logistics.		
<b>ORL 152</b> <b>Hours: 18 lec., 54 lab</b>	<b>WHITEWATER RAFT GUIDING</b>	<b>2 UNITS CSU, UC</b>
Whitewater raft guiding is both a science and an art. Students learn to organize their own rafting trips logistically. Students are prepared for entry-level work as commercial guides. Includes group organization, guide commands, giving a safety talk, safety and rescue, fundamental hydrology, and raft guiding techniques. Ninety percent of class time is spent on the river. Students must be prepared for participation in all types of weather on a variety of whitewater rivers.		
<b>ORL 154</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING CANOEING</b>	<b>1 UNIT CSU, UC</b>
Basic competencies related to safe travel in a canoe. Includes an introduction to paddling techniques, clothing and equipment, self-rescue, navigation, logistical planning, and knots.		
<b>ORL 156</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING ROCK CLIMBING</b>	<b>1 UNIT CSU, UC</b>
An introduction to the basic principles of rock climbing. Students learn to ascend steep rock in a safe and efficient manner. Includes a basic introduction to equipment, systems, anchors, movement, and principles of placing protection and lead climbing.		
<b>ORL 158</b> <b>Hours: 9 lec., 27 lab</b>	<b>INTERMEDIATE ROCK CLIMBING</b>	<b>1 UNIT CSU, UC</b>
In addition to advanced discussions related to moving over stone, students develop skills related to placing protection, building anchors, ascending a fixed line, and lead climbing.		

<b>ORL 160</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING BACKPACKING</b>	<b>1 UNIT CSU, UC</b>
An introduction to the basic principles of backpacking. Students learn to visit backcountry environments for extended stays. Includes an introduction to equipment and clothing, navigation with map and compass, "leave no trace" principles, time and energy control planning, trip planning, campsite selection, trail techniques, and camp cooking.		
<b>ORL 161</b> <b>Hours: 9 lec., 27 lab</b>	<b>INTERMEDIATE BACKPACKING</b>	<b>1 UNIT CSU, UC</b>
For students who have obtained basic competencies related to backpacking and backcountry travel. Includes a more advanced survey of equipment and clothing, navigation with map and compass, "leave no trace" principles, time and energy control planning, trip planning, campsite selection, trail techniques, and camp cooking.		
<b>ORL 162</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING MOUNTAINEERING</b>	<b>1 UNIT CSU, UC</b>
Basic competencies related to safe travel in alpine environments, including an introduction to equipment and clothing for the mountaineer, self-arrest, hiking techniques, ascending a fixed line, basic knots, navigation, mountain weather, basic first aid, seated glissade, and anchors and belay systems.		
<b>ORL 166</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING MOUNTAIN BIKING</b>	<b>1 UNIT CSU, UC</b>
An introduction to the basic principles of mountain biking. Students learn to ride mountain bikes in a safe and efficient manner. Includes an introduction to equipment, techniques, repairs, group management, and route finding.		
<b>ORL 168</b> <b>Hours: 9 lec., 27 lab</b>	<b>CROSS-COUNTRY SKIING</b>	<b>1 UNIT CSU, UC</b>
An introduction to the basic principles of cross-country skiing. Students learn to tour over a variety of terrains in winter conditions. Includes an introduction to equipment and techniques. The course is field-based. At least 80% of class time is spent skiing.		
<b>ORL 170</b> <b>Hours: 9 lec., 27 lab</b>	<b>TELEMARK SKIING</b>	<b>1 UNIT CSU, UC</b>
An introductory course for students interested in learning basic competencies related to telemark skiing, including an introduction to equipment and clothing, body position, sequential learning of basic skills, fall line skiing, waxing, and training.		
<b>ORL 172</b> <b>Hours: 9 lec., 27 lab</b>	<b>BEGINNING WHITEWATER KAYAKING</b>	<b>1 UNIT CSU, UC</b>
Whitewater kayaking is an exciting sport. It is, however, a difficult activity to learn. For people who are comfortable in the water but have no experience related to whitewater kayaking. Students begin by learning the roll and proceed through a gradual progression that will allow them to kayak through whitewater rapids by the end of the course.		
<b>ORL 174</b> <b>Hours: 9 lec., 27 lab</b>	<b>INTERMEDIATE WHITEWATER KAYAKING</b>	<b>1 UNIT CSU, UC</b>
For students who possess basic skills related to whitewater kayaking, namely basic strokes and maneuvers. Students learn basic kayak safety and rescue, advanced principles related to peel outs, eddy turns, and ferries, and a variety of kayak play techniques.		
<b>ORL 180</b> <b>Hours: 18 lec., 54 lab</b>	<b>WILDERNESS FIRST RESPONDER</b>	<b>2 UNITS CSU</b>
Students learn to respond to medical emergencies in the backcountry. Focuses on identifying symptoms and providing treatments in the backcountry given minimal first aid resources. Emphasis on methods for improvising and problem solving during medical emergencies. Successful completion of the class satisfies Wilderness First Responder national guidelines as certified through Sierra Rescue.		
<b>ORL 182</b> <b>Hours: 9 lec., 27 lab</b>	<b>SWIFTWATER RESCUE TECHNICIAN I</b>	<b>1 UNIT CSU</b>
Teaches river-running enthusiasts, Search and Rescue team members, and firefighters skills related to safe travel and rescue in swift water. Includes rope-rigging systems, rescuer/victim psychology and physiology, boat handling, patient trauma treatment, and swimming techniques.		

**ORL 184** **CHALLENGE COURSE** **1 UNIT**  
**Hours: 9 lec., 27 lab** **FACILITATION** **CSU**

Introduces students to the necessary skills and knowledge to operate, facilitate, and lead groups through a Ropes Challenge Course Experience. The course is an active and dynamic exploration of such general skills as high adventure leadership and effective facilitation of high adventure pursuits. Includes course set-up and maintenance, risk management, operation, debriefing, programmatical problem solving, and high-angle rescue techniques.

**ORL 188** **WILDERNESS FIRST** **1 UNIT**  
**Hours: 20 lec., 10 lab** **RESPONDER RECERTIFICATION**

Recertification courses focus on skills labs and scenarios with little lecture time. CPR certification offered with this course. Students refresh skills related to their Wilderness First Responder training and certification.

**ORL 190** **AVALANCHE I** **1 UNIT**  
**Hours: 9 lec., 27 lab** **CSU**

For people who choose to spend time in avalanche terrain. Students learn to identify snow pack stability, choose safe routes for winter travel, and respond to accidents involving avalanche.

**ORL 192** **SWIFTWATER RESCUE** **1 UNIT**  
**Hours: 22 lec., 8 lab** **TECHNICIAN, ADVANCED**

Swiftwater Rescue Technician Advanced (SRTA) integrates techniques learned in Swiftwater Rescue Technician 1 and Technical Rope Rescue: Technician Level, taking the students beyond the emphasis on self-rescue to concentrate on victim rescue. This three-day course combines advanced water rescue techniques with rope skills. Students are exposed to more complex water rescue situations culminating in the completion of a mock night river rescue scenario and a high line (Tyrolean) with a mid-point drop pick-off rescue. Upon completion of this class, students will be approved National Fire Protection Agency (NFPA) rope and water rescue technicians.

**ORL 200** **OUTDOOR RECREATION** **3 UNITS**  
**Hours: 2 lec., 3 lab** **LEADERSHIP** **CSU**

A study of leadership as it pertains to recreation. Allows students to develop as recreation leaders by providing a theoretical framework of leadership theory and experiential learning as recreation leaders. Emphasis on appropriate theories and techniques for addressing the needs of a variety of clientele in an outdoor setting.

**ORL 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**

A student may take advanced course work in Outdoor Recreation Leadership after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

**ORL 299** **SPECIAL TOPICS** **.5-1 UNIT**  
**Hours: 18-36** **OUTDOOR RECREATION LEADERSHIP**

Selected topics that develop knowledge of recreational resources, activities, and issues.

## PHILOSOPHY

**PHIL 100** **INTRODUCTION** **3 UNITS**  
**Hours: 3 lec.** **TO PHILOSOPHY** **CSU, UC, IGETC**

An introduction to philosophy with emphasis on identifying and evaluating central themes and issues within the history of philosophy. Students are encouraged to evaluate critically their own philosophical concepts as they explore early to modern philosophy. Includes ethics, metaphysics, epistemology, philosophy of religion, and contemporary philosophy. Formerly HUMN 002 and HUMN 102.

**PHIL 101** **LOGIC** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**

Covers fundamental concepts and techniques employed in the analysis and evaluation of rational argumentation; structural analysis and evaluation of rational argumentation; structural analysis of language use and misuse as related to validity and argumentation; and an approach to thinking cogently and critically about claims and assertions in daily life. Includes inductive and deductive argument, implication, and entailment.

**PHIL 102** **ETHICS & SOCIAL VALUES** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**

An introduction to philosophical analysis of ethics and morality and the formal principles of theorizing and reasoning values in personal and social contexts. Presents various approaches within the field of philosophy and their applications to contemporary moral issues, such as abortion, euthanasia, censorship, and capital punishment.

**PHIL 103** **COMPARATIVE** **3 UNITS**  
**Hours: 3 lec.** **RELIGIONS** **CSU, UC, IGETC**

Philosophic analysis and study of religious practices, beliefs, and rituals in the human community. Traditions are examined through historical, textual, and cultural approaches. Includes Judaism, Christianity, Islam, Hinduism, Confucianism, Taoism, Buddhism, Sikhism, and Animism.

**PHIL 150** **INTRODUCTION** **3 UNITS**  
**Hours: 3 lec.** **TO CHRISTIANITY** **CSU, UC**

A survey of major philosophical tenets of Christianity, including the philosophy of Judaism, the development of early Christianity, the Protestant Reformation, and modern trends in Christianity.

## PHYSICAL SCIENCE

**PHSC 100** **THE PHYSICAL** **4 UNITS**  
**Hours: 3 lec., 3 lab** **UNIVERSE** **CSU, UC**

A comprehensive coverage of the physical sciences, including physics, chemistry, geology, and astronomy. Emphasis on the scientific method and how it has led to our current understanding of the universe around us and the processes that shape it. Alert: MATH 018 or equivalent prerequisite.

**PHSC 120** **INTRODUCTION** **3 UNITS**  
**Hours: 3 lec.** **TO ASTRONOMY** **CSU, UC, IGETC**

A comprehensive, nontechnical introduction to the science of astronomy, including discussion of the structure and evolution of the solar system, stars, galaxies, and universe. Alert: MATH 016 prerequisite.

**PHSC 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**

A student may take advanced course work in Physical Science after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## PHYSICS

**PHYS 100** **CONCEPTS IN PHYSICS** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**

Surveys selected topics from physics, including mechanics, states of matter, heat and thermodynamics, electrical and magnetic phenomena, optics, and modern physics. Focuses on the physical concepts and is non-mathematical in nature. Alert: MATH 016 prerequisite. Formerly PHYS 010.



<b>PHYS 100L</b> <b>Hours: 3 lab</b>	<b>CONCEPTS IN PHYSICS LAB</b>	<b>1 UNIT</b> <b>CSU</b>
Introductory lab allows students to become familiar with the methods of science through a variety of physics experiments. Taking measurements of fundamental, physical quantities and unit conversions are covered. Experiments are relevant to a number of physics topics, including material properties, kinematics, Newton's Laws, ballistics, collisions, energy, fluids, heat and thermodynamics, waves, sound, electrostatic charge, basic circuits, magnetism, optics, including colors and polarization of light, spectroscopy, and radioactive materials. Alert: PHYS 100 co-requisite.		
<b>PHYS 102</b> <b>Hours: 3 lec., 3 lab</b>	<b>GENERAL PHYSICS I</b>	<b>4 UNITS</b> <b>CSU, UC, IGETC</b>
An introduction to physics. Covers mechanics, thermodynamics, vibrations, and wave motion using algebra. Alert: MATH 110 co-requisite.		
<b>PHYS 104</b> <b>Hours: 3 lec., 3 lab</b>	<b>GENERAL PHYSICS II</b>	<b>4 UNITS</b> <b>CSU, UC, IGETC</b>
An introduction to physics. Covers electricity and magnetism, light and optics, and modern physics. Second part of a two-semester sequence. Alert: MATH 110 with a grade "C" or better, PHYS 102 or equivalent prerequisites.		
<b>PHYS 202</b> <b>Hours: 3 lec., 3 lab</b>	<b>PHYSICS FOR SCIENTISTS AND ENGINEERS I</b>	<b>4 UNITS</b>
A rigorous course in physics that covers mechanics, vibrations, and wave motion using calculus at a level appropriate for science and engineering majors.		
<b>PHYS 204</b> <b>Hours: 3 lec., 3 lab</b>	<b>PHYSICS FOR SCIENTISTS AND ENGINEERS II</b>	<b>4 UNITS</b>
A rigorous course in physics that covers mechanics, vibrations, and wave motion using calculus at a level appropriate for science and engineering majors. Second part of a three-semester sequence.		
<b>PHYS 206</b> <b>Hours: 3 lec., 3 lab</b>	<b>PHYSICS FOR SCIENTISTS AND ENGINEERS III</b>	<b>4 UNITS</b>
A rigorous course in physics that covers electromagnetic waves derived from Maxwell's equations, physical optics, relativity, and quantum mechanics using calculus at a level appropriate for science and engineering majors. Third part of a three-semester sequence.		
<b>PHYS 291</b> <b>Hours: 54-270</b>	<b>DIRECTED STUDY</b>	<b>1-5 UNITS</b> <b>CSU</b>
A student may take advanced course work in Physics after completing the introductory courses. Occasionally, students may enroll without completing the introductory courses with written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.		

## POLITICAL SCIENCE

<b>POL 101</b> <b>Hours: 3 lec.</b>	<b>GOVERNMENT &amp; POLITICS IN THE U.S.</b>	<b>3 UNITS</b> <b>CSU, UC, IGETC</b>
Introduction to American national and California state government. Includes the constitutional foundations, institutions, and structures of government. Covers politics in government, including the role of interest groups and political parties, the function of campaigns and elections, and policymaking, while considering important issues facing American democracy. Formerly POL 001.		
<b>POL 140</b> <b>Hours: 3 lec.</b>	<b>MULTI ETHNIC AMERICA</b>	<b>3 UNITS</b> <b>CSU, UC, IGETC</b>
A study of power and politics in the context of a multi-ethnic America. Considers the historical, theoretical, and comparative perspectives from the experiences of different ethnic groups in the U.S while examining topics such as immigration, education, employment, health care, and housing among others. Formerly POL 040.		

<b>POL 170</b> <b>Hours: 27 lec., 54 lab, 45 field; 6 weeks</b>	<b>WASHINGTON D.C. WEEK: "DEMOCRACY IN PRACTICE"</b>	<b>3 UNITS</b> <b>CSU</b>
Explores "democracy in practice" through lecture and study, attendance and participation in a local government or community political event, and a fully supervised and coordinated week in Washington, D.C. Explores behavior of key actors in national government institutions and examines how individuals and groups can affect and are affected by the institutions and people of national and local government. The course would be especially helpful to any who aspire to a career in education. Students pay for the cost of airfare, hotel, meals, and incidentals for the trip to Washington, in addition to regular college fees. Alert: POL 101 prerequisite. Cross-listed as HIST 170.		
<b>POL 172</b> <b>Hours: 27 lec., 54 lab, 45 field</b>	<b>DEMOCRACY IN PRACTICE: LANDMARKS IN CIVIL RIGHTS</b>	<b>3 UNITS</b> <b>CSU</b>
Explores "democracy in practice" through lecture and discussion, attendance and participation in a community political event, and a fully supervised week visiting prominent places in the history of the civil rights movement in the southern states of the U.S. Examines how individuals and groups influence major institutional political changes in local, state, and national policy. Students pay the cost of airfare, hotels, meals, and incidental costs of a seven-to-ten-day excursion that includes Virginia, Alabama, and Tennessee. Cross-listed as HIST 172 and HUMN 172.		
<b>POL 180</b> <b>Hours: 3 lec.</b>	<b>ENVIRONMENTAL POLICY</b>	<b>3 UNITS</b> <b>CSU, UC</b>
A comprehensive analysis of the laws and policies that affect water, land, air, fire, wildlife, and vegetation in the American West. Examines the federal land management agencies (history, mission, policies) and issues specific to wilderness, wildlife, timber, grazing, water, and mining. Cross-listed with ENVR 180.		
<b>POL 201</b> <b>Hours: 3 lec.</b>	<b>INTERNATIONAL RELATIONS</b>	<b>1-5 UNITS</b> <b>CSU</b>
Examines the structure and operation of the international political system. Focuses on global issues (conflict and cooperation) and the role of the nation-state and non-state actors in topics such as war, peace, development, trade, environmental issues, the international political economy, and regional and international arrangements.		
<b>POL 291</b> <b>Hours: 54-270</b>	<b>DIRECTED STUDY</b>	<b>1-5 UNITS</b> <b>CSU</b>
A student may take advanced course work in Political Science after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.		

## PSYCHOLOGY

<b>PSY 020</b> <b>Hours: 18 lec.</b>	<b>STRATEGIES FOR INDIVIDUAL ACHIEVEMENT FOR THE DISABLED STUDENT</b>	<b>0 UNITS</b>
This special class for the disabled student includes the description and demonstration of equipment and programs to assist the student academically. Includes a section on accommodations, such as adaptive strategies, assistive technology and curriculum, and accelerated learning techniques. Includes stress management, goal setting and personal motivation. Emphasizes the student's ability to cope with their disability.		
<b>PSY 102</b> <b>Hours: 3 lec.</b>	<b>INTRODUCTORY PSYCHOLOGY</b>	<b>3 UNITS</b> <b>CSU, UC, IGETC</b>
Introduction to the scientific study of behavior and mental processes, including research methodology, perception, memory, motivation, emotion, personality, psychological development, intelligence, and psychobiology. Formerly PSY001A		

**PSY 130** **PSYCHOLOGY OF WOMEN** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 Explores the psychological, psychobiological, social, and cultural factors that contribute to gender differences and the experiences of women. Myths and stereotypes of gender differences are explored in light of current research, especially regarding women's physical and mental health, work, and relationships.

**PSY291** **DIRECTED STUDY** **1- 5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced course work in Psychology after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Those students also must have written approval of the instructor and the Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## SOCIOLOGY

**SOC 100** **SEX, GENDER & SOCIETY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 A broad cross-cultural overview of the role of men and women in society. Explores the biological, environmental, cultural, and economic forces that have affected our attitudes about the positions men and women can and should play in society. Explores the social patterns of the past, which continue to shape our lives and relationships today. By acquiring a greater awareness of gender experiences in different societies, students gain a broader framework within which to understand the evolving position of men and women within our own society. "Know the strength of man, but keep a woman's care!" — Tao Te Ching.

**SOC 102** **INTRODUCTION TO SOCIOLOGY** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC, IGETC**  
 For students interested in human behavior, social interrelationships, group organizations, foundations, cultural, social differentiation and social institutions. Formerly SOC 001.

**SOC 110** **INTRODUCTION TO MARRIAGE & THE FAMILY** **3 UNITS**  
**Hours: 3 lec.** **CSU**  
 An introduction to the dynamics of marriage patterns, divorce, and family life, including an analysis of interpersonal attraction, mate selection, marriage, parenthood, changing male and female roles, and patterns of interaction within the family. Alert: SOC 100 prerequisite.

**SOC 150** **SOCIAL TRENDS & PROBLEMS** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 Surveys different theories and methodological approaches to the study of social problems and social trends in contemporary American society. Investigates competing perspectives of social problems across historical periods and social groups by gender, race/ethnicity, social class, and culture. Alert: SOC 100 prerequisite. Formerly SOC 002.

**SOC 160** **GLOBALIZATION** **3 UNITS**  
**Hours: 3 lec.** **CSU, UC**  
 Overview of processes and structures of globalization contributing to the interconnectedness of the world and of the theoretical perspectives on debates accompanying globalization. Includes colonialism, political economy, economic development, human rights, the migration of people and ideas, environmental issues, tourism, media, and resistance to globalization.

**SOC2 91** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270** **CSU**  
 A student may take advanced course work in Sociology after completing the introductory courses. Occasionally, students may enroll without completing the beginning courses with written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## SPANISH

**SPAN 100** **SPANISH FOR HEALTH CARE WORKERS** **3 UNITS**  
**Hours: 3 lec.**  
 Designed for health care workers who want to learn basic phrases in Spanish as related to their daily activities. The course activities are divided into two major sections: 1) students learn dialogs related to specific health care tasks (e.g., assessing medical history, assessing health risks, making appointments) and 2) students complete a portfolio focusing on communicating in Spanish and communicating with Spanish-speaking patients. This is not a Spanish language class per se, but is designed to teach health care workers how to do specific tasks in Spanish.

**SPAN 101** **BEGINNING SPANISH** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC**  
 Introduction to the language through study and practice in listening, speaking, reading, and writing Spanish. Designed to instruct in basic pronunciation, grammar, and conversation. Includes an introduction to Hispanic cultures. Formerly Spanish 001A.

**SPAN 102** **BEGINNING SPANISH II** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Continued emphasis upon listening and speaking combined with grammatical practice, reading, and writing. Includes aural-oral practice with audio, video, and/or CD "tapes." Alert: SPAN 101 with a "C" or better or equivalent prerequisite. Formerly SPAN 001B.

**SPAN 201** **INTERMEDIATE SPANISH I** **4 UNITS**  
**Hours: 4 lec.** **CSU, UC, IGETC**  
 Provides an increase in the level of vocabulary, sentence structure, and syntax to enhance the development of language skills. Students practice listening, speaking, reading, and writing Spanish through the use of personalized questioning techniques, personalized situations, and retelling and writing stories and essays from different perspectives. Hispanic cultures are presented utilizing cultural videos, popular and folk music, realia, and selections from longer writings. Grammatical concepts are embedded in input content and presented in context. Methods address national foreign language standards, the eight intelligences, and all learning styles. Alert: Spanish 101 and 102, two years of high school Spanish, or equivalent background prerequisite.

**SPAN 291** **DIRECTED STUDY** **1-5 UNITS**  
**Hours: 54-270 lec.** **CSU**  
 A student may take advanced coursework in Spanish after having completed the introductory courses. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. Alert: Students must demonstrate ability in area of study.

## THEATRE ARTS

**THEA 105** **INTRODUCTION TO ACTING** **3 UNITS**  
**Hours: 2 lec., 3 lab** **CSU, UC**  
 An introduction to acting principles, techniques, and application. Emphasis on learning skills such as body movement, voice control, diction, facial expression, and characterization.

**THEA 106** **ADVANCED ACTING** **3 UNITS**  
**Hours: 2 lec., 3 lab** **CSU, UC**  
 Continuing concentration of acting principles, techniques and applications introduced in THEA105. Emphasis on scene study, characterization, and ensemble performance.

<b>THEA 110</b> <b>Hours: 27 lec., 27 lab</b>	<b>ASHLAND THEATRE STUDY</b>	<b>2 UNITS CSU</b>
An opportunity to participate in acting workshops, a theatre tour to learn about backstage and technical areas of theatrical production, viewing and study of three productions presented by the Oregon Shakespeare Festival in Ashland, Oregon.		
<b>THEA 114</b> <b>Hours: .5-2 lec., 1.5-6 lab</b>	<b>DRAMA WORKSHOP TECHNICAL THEATRE</b>	<b>1-4 UNITS CSU, UC</b>
Participation in set construction, lighting, makeup, costume, properties, or any other technical area of production.		
<b>THEA 140</b> <b>Hours: .5-2 lec., 1.5-6 lab</b>	<b>DRAMA PRODUCTION</b>	<b>1-4 UNITS CSU, UC</b>
The rehearsal and performance of theatre drama productions. Theatre activity for the beginner or expert in acting for comedy or drama in theatre production. Open entry/open exit. Formerly DRAMA 002.		
<b>THEA 142</b> <b>Hours: .5-2 lec., 1.5-6 lab</b>	<b>MUSICAL PRODUCTION</b>	<b>1-4 UNITS CSU, UC</b>
The rehearsal and performance of musical productions. Theatre activity for the beginner or expert in acting for comedy or drama in musical theatre production.		

WILDLIFE

<b>WILD 125</b> <b>Hours: 2 lec.</b>	<b>WILDLIFE LAWS &amp; ISSUES</b>	<b>2 UNITS CSU</b>
In-depth studies of wildlife issues, laws, and regulations throughout North America and the world. Includes in-depth discussions and analysis of the Endangered Species Act, commercialization of wildlife, illegal trade of wildlife, introduction of exotic species, effects of pollution on wildlife, depredation of wildlife, and human populations' effect upon wildlife. Possible solutions to wildlife issues are reviewed. Cross-listed with ADMJ 125 and ENVR 125.		
<b>WILD 240</b> <b>Hours: 2 lec., 3 lab.</b>	<b>INTRODUCTION TO WILDLIFE &amp; FISHERIES: AN INTEGRATED APPROACH</b>	<b>3 UNITS CSU</b>
An exploration of the field of wildlife biology, including conservation, ecology, threats, and management of wildlife resources. The class is designed as an introductory-level course for the student interested in wild vertebrate species, including fish. Cross-listed with ENVR 240.		
<b>WILD 241</b> <b>Hours: 2 lec., 6 lab</b>	<b>WILDLIFE DIVERSITY &amp; FIELD TECHNIQUES</b>	<b>4 UNITS CSU</b>
An applied course dealing with field identification and basic natural history of vertebrate wildlife and the fundamental field techniques used in wildlife management. Alert: ENVR/WILD 240 prerequisite. Cross-listed with ENVR 241.		
<b>WILD 291</b> <b>Hours: 18-540</b>	<b>DIRECTED STUDY</b>	<b>1-5 UNITS</b>
A student may take advanced coursework or complete a student-designed project in an Environmental Studies field after having completed the introductory courses. Such projects make possible the enrichment and broadening of a student's experience beyond that available through the regular curriculum. The learning objectives, the number of units to be awarded, and the method of evaluation are prescribed in a written record agreed to by the instructor and the student before the student engages in the learning experience. In unusual cases, students may enroll in directed studies without completing the pertinent beginning courses. Students must have written approval of the instructor, Division Chair, and Chief Instructional Officer. (Specific details in Syllabus/Learning Contract.) Cross-listed with ENVR 291 and FORS 291.		

Campus Extensions

Call (530) 283-0202, or 1-800-442-9799 and the extension:

Accounts Payable .....	231	FROG (Feather River Outings Group) .....	216
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Football Press Box .....	323		
Forestry .....	321		



## BOARD OF TRUSTEES

The Feather River Community College District Board of Trustees is authorized by Section 72200 et. seq. of the California Education Code to execute any powers delegated by law to it or the District, discharging any duty imposed by law.

It is the objective of the Board of Trustees to provide programs and curricula as outlined in Section 66701 of the California Education Code, and to maintain an academic standard sufficiently high in order to ensure an excellent reputation for the graduates of the District. These standards shall be appropriate to the institutional philosophy of providing the opportunity of further education of any student with a reasonable expectation of learning at the college level.

The Board of Trustees is comprised of six members, five members elected by the residents of five trustee areas and one non-voting student member elected by the students. Eligibility to serve on the Board is established in the Education Code. Elected Board members must be residents of the District, at least 18 years of age and registered to vote. The student Board member must be a resident of the District, and enrolled for a minimum of twelve units per semester.

### Board of Trustees

The members, at the time of publication, are as follows:

Mr. William E. Elliott, President  
 Mr. Douglas Shamberger  
 Mr. John Schramel  
 Mr. John Sheehan - Vice President  
 Mrs. Leah West  
 Student Trustee – Tess Oliphant (10-11)  
 Board Secretary  
 Ms. Cynthia Hall, Executive Assistant

### Feather River College Foundation

The Feather River College Foundation is a not-for-profit corporation managed by a Board of Directors comprised of volunteer community leaders.

The Foundation was formed to obtain special resources to benefit the programs and students of Feather River College. As a community organization, the Foundation has the freedom to respond directly to the specific needs of the college with an appreciation of the needs of the community.

The Foundation seeks contributions from individuals and corporations as well as grants from public and private organizations. Priority needs, such as scholarships and instructional equipment, are determined by the Board of Directors in conjunction with college personnel.

### FRC Foundation Board of Directors

The members, at the time of publication, are as follows:

Ms. Marie Anderson	Mrs. Kristina Miravalle, President
Dr. Michael Bagley	Mr. Tim O'Brien
Mr. Bob Darling	Mr. John Oravetz, Secretary/Treasurer
Ms. Rose Dembose	Mr. John Breaux
Mr. Bob Edwards	Mr. Russell Reid, Vice President
Mr. Bill Elliott	Mr. John Sheehan
Ms. Nancy Gambell	Ms. Amy Schulz
Mr. Ken George	Mr. Dennis & Mrs. Faith Swanson
Mr. Tom Goss	Mr. Dan West
Ms. Lisa Kelly	
Mr. Gary McGowan	

## FEATHER RIVER COLLEGE - ADMINISTRATION

### Dr. Ronald Taylor - (2008)

#### President

Ph.D. English and Linguistics, University of California, Berkeley  
 M.A. English, University of California, Berkeley  
 A.B. English w/High Honors, University of California, Berkeley  
 A.A. English, Santa Rosa Junior College

### Cynthia Hall - (2000)

#### Executive Secretary/Administrative Assistant to the President

A.A. Liberal Studies, Feather River College

### Jamie Cannon - (2005)

#### Director of Human Resources/EEO Officer

A.A. Liberal Studies, Feather River College  
 A.S. Business, Feather River College  
 B.S. Business Administration, Walden University  
 M.B.A. Walden University with Concentration in HR Management

### Michael Bagley - (2002)

#### Chief Instructional Officer

B.S. Civil Engineering, University of California, Davis  
 M.S. Civil and Environmental Engineering, University of California, Davis  
 M.S. Education, Texas A & M University  
 Ph.D. Civil and Environmental Engineering, University of California, Davis

### Lisa Kelley - (2009)

#### Interim Chief Student Services Officer (CSSO)

B.S. Business, Humboldt State  
 M.S. Restaurant, Hotel and Institutional Management, Purdue University  
 Ph.D. Curriculum and Instruction, Purdue University

### Nick Boyd - (1999)

#### Director of Facilities

Heating and Refrigeration Certificate, University Technical Institute

### Rand Groh - (1988)

#### Director of Information Services

B.S. Business Administration, LA Valley College  
 B.A. Finance, California State University, Northridge

### Jim Scoubes - (2005)

#### Chief Financial Officer/Director of Business Services

A.A. Business Administration, Shasta College  
 B.S. Business Administration, California State University, Chico  
 M.B.A. Business Administration, California State University, Chico

### Merle Trueblood - (1998)

#### Director of Athletic Operations and Events

A.A. Business Administration, Butte College  
 B.S. Business Administration, Excelsior College

### Feather River College Faculty

#### Judith Andrews – (1993)

##### Administrative Office Management

[jandrews@frc.edu](mailto:jandrews@frc.edu)

M.A. Business Education, Norwich University, Vermont  
 B.A. Sociology, Carthage College, Wisconsin

#### Terry Baumgartner – (2007)

##### Baseball Coach

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B.S. Education, Western Oregon University  
 M.S. Education and Health, Western Oregon University

#### Pat Buckner, R.N. – (2005)

##### Nursing

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M.S. Nursing, California State University, Fresno  
 B.S. Nursing, North Park University, Chicago

#### Chris Connell – (1996)

##### English

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Ph.D. English, University of Iowa  
 M.A. English and Comparative Literature, Columbia University  
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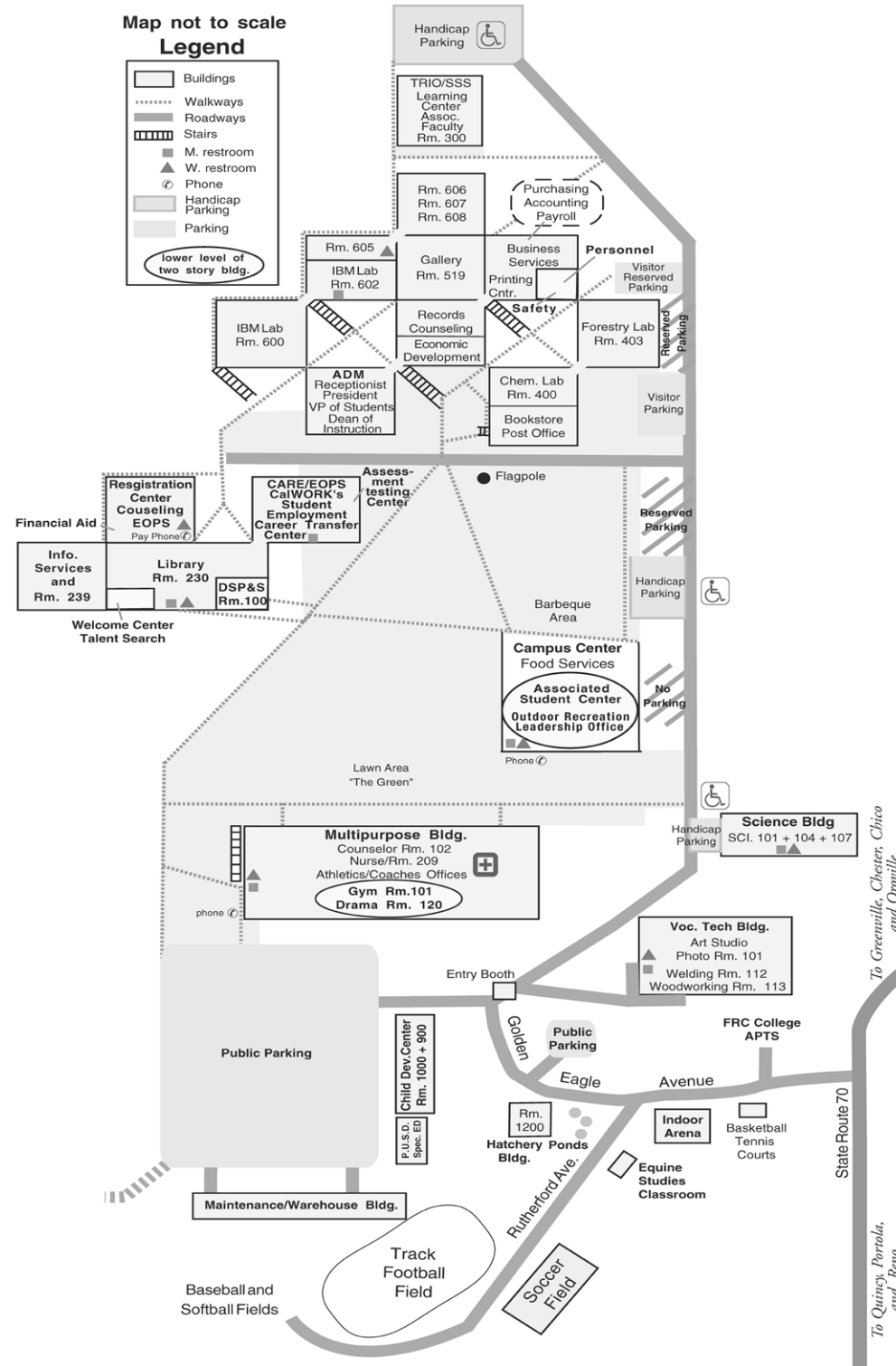
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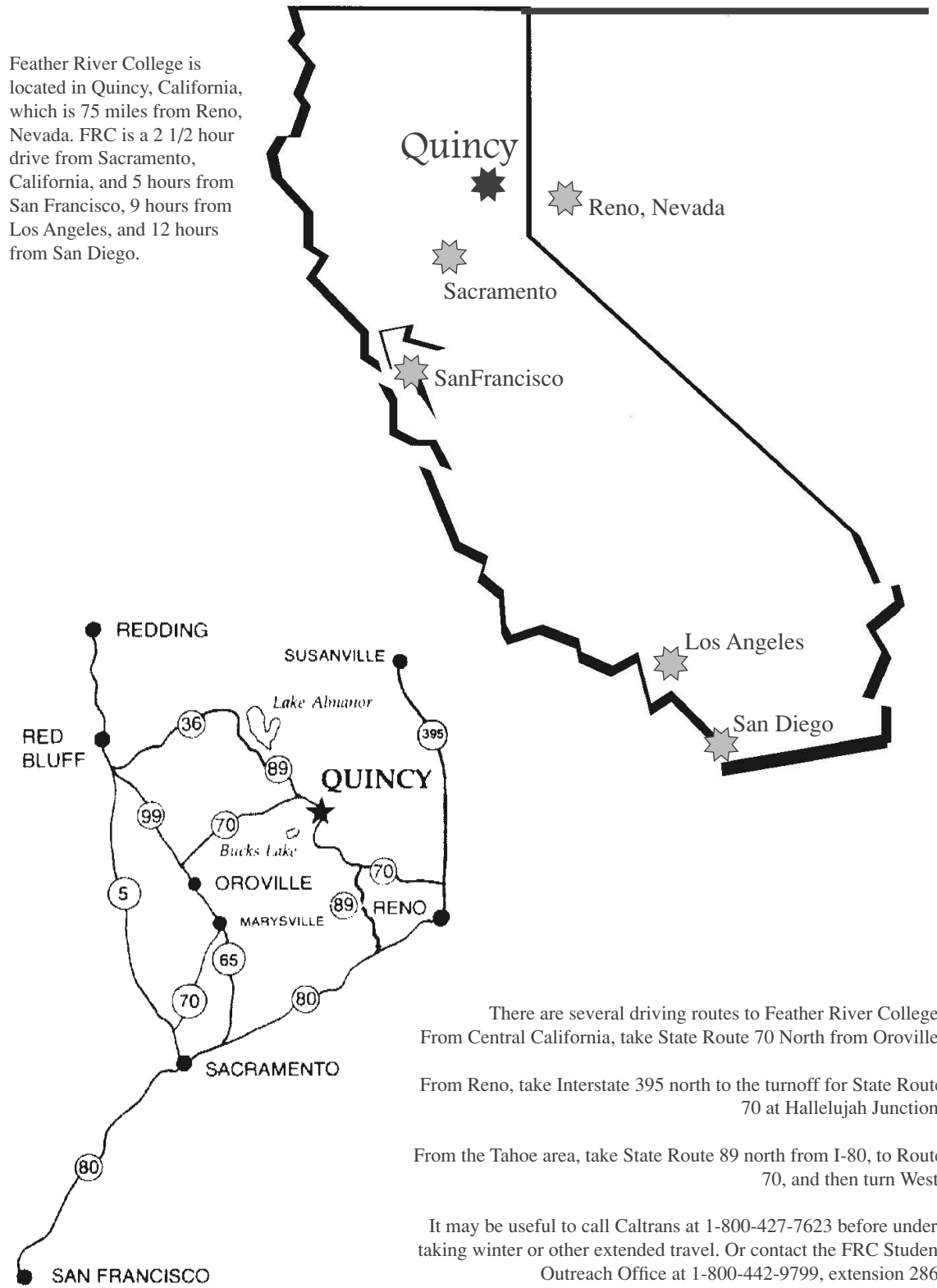


# Feather River College Campus Map

570 Golden Eagle Ave, Quincy, CA • 530-283-0202



Feather River College is located in Quincy, California, which is 75 miles from Reno, Nevada. FRC is a 2 1/2 hour drive from Sacramento, California, and 5 hours from San Francisco, and 9 hours from Los Angeles, and 12 hours from San Diego.



There are several driving routes to Feather River College. From Central California, take State Route 70 North from Oroville. From Reno, take Interstate 395 north to the turnoff for State Route 70 at Hallelujah Junction. From the Tahoe area, take State Route 89 north from I-80, to Route 70, and then turn West. It may be useful to call Caltrans at 1-800-427-7623 before undertaking winter or other extended travel. Or contact the FRC Student Outreach Office at 1-800-442-9799, extension 286.





## Where Do You Want To Learn?

- A 1.2 million-acre "classroom"
- Outdoor experiences
- Small class sizes
- Individual attention



## Where Do You Want to Play?

- 350 miles of biking and hiking trails
- 1,000 miles of river and streams
- More than 100 lakes
- Four-season climate