

INTRODUCTION

The curriculum is the major statement any institution makes about itself, about what it can contribute to the intellectual development of students, about what it thinks is important in its teaching service to society.

(The Carnegie Foundation for the Advancement of Teaching, 1979, p. 18)

The Curriculum Committee is a subcommittee of the Academic Senate. The committee, which is in close cooperation with the administration, reviews and recommends course and program additions, revisions, and deletions and develops policy related to academic offerings.

The Cuesta College faculty is charged by Title V with the primary responsibility for making recommendations in the areas of curriculum and academic standards.

This handbook is a working document of the Cuesta College Curriculum Committee. The committee's policies, procedures, and forms will be published in this handbook.

--- The Curriculum Committee

COMMITTEE FUNCTION

The Curriculum Committee constitutes the highest level decision-making body that provides recommendations through the Academic Senate to the district board regarding courses. This is a faculty committee which, with advice from the administration, reviews and recommends course and program additions, revisions, and deletions.

CURRICULUM DEVELOPMENT (BP 5030)**PHILOSOPHY**

One of the prime goals of Cuesta College shall be to promote and provide for a comprehensive curriculum and excellence in instruction. Every means which gives promise of sustaining and improving the curriculum and quality of instruction shall be employed.

Cuesta College shall offer instruction through but not beyond the 14th grade level. The instruction may include, but shall not be limited to, programs in one or more of the following categories:

1. Standard collegiate courses for transfer to higher institutions.
2. Vocational and technical fields leading to employment.
3. Counseling or guidance courses aimed at improving student success.
4. Basic skills and ESL (English as a Second Language) courses leading to enrollment and success in academic and vocational courses.

PROCESS

The Curriculum Committee of the San Luis Obispo County Community College District shall have the responsibility for developing the educational program in accordance with the philosophy and objectives of the college for recommendation to the administration and approval by the Board of Trustees. With leadership to be offered by the Curriculum Committee, all academic personnel of the college, both administrative and teaching, are responsible for continuing revision of curriculum. Community groups and advisory committees may recommend new courses or revisions of existing curricula. All changes to the curriculum shall be submitted to the office of the Vice President/Assistant Superintendent, Instructional Services, who will be responsible for the processing of the proposals to the Curriculum Committee, to the President/Superintendent, and finally to the Board of trustees who shall have final authority subject to the approval of the Board of Governors of the California Community Colleges. (Revised: 2/10/69, 2/24/75, 5/5/78, 3/2/94)

NEW COURSES AND COURSE CHANGES (BP 5031)

All recommendations for new courses, changes, revision of courses, transfer of courses from one division to another, or any other modifications of curriculum shall be presented to the Vice President/Assistant Superintendent, Instructional Services on forms which are available in the Office of Instructional Services.

In cases where the program is established beyond the college (i.e., state programs), the Curriculum Committee shall be advised before the proposal is submitted to any other group.
(Revised: 6/16/69, 5/5/78, 3/2/94)

CURRICULUM COMMITTEE (BP 5035)

DUTIES

1. The Curriculum Committee of Cuesta College shall assist in the development of the educational program in accordance with the philosophy, policies, and objectives of the college.
2. The Curriculum Committee shall consider every action possible to encourage creativity, flexibility, and innovation in curriculum development.
3. With leadership to be offered by the Curriculum Committee, all academic personnel of the college, both administrative and teaching, shall be responsible for the continuing revision of curriculum.
4. The Curriculum Committee shall be a vehicle through which curriculum development shall take place. The meetings shall be open to all who wish to attend.
5. The Curriculum Committee shall have the power to accept, reject, or suggest modifications of curriculum proposals.
6. The Curriculum Committee shall offer its recommendations to the Board of Trustees.

MEMBERSHIP

1. The Curriculum Committee membership shall consist of voting faculty members, representing each instructional division and counseling, plus the Vice President of the Academic Senate who will serve a two year term as chair of the committee. Non-voting members will be the Vice President/Assistant Superintendent, Instructional Services; the Director of Learning Resources; the Articulation/Transfer Officer; the DSPS Director; Admission and Records Technician; an officially appointed representative from the ASCC, and a CCFT representative.
2. The faculty members of the Curriculum Committee shall be appointed annually by the President of the Academic Senate, in consultation with the President/ Superintendent.
3. Minutes shall be kept by the recorder for the Curriculum Committee.
4. The chairman shall appoint subcommittees as needed.

(Revised: 4/14/80, 3/2/94, 7/6/94, 12/11/96, 5/27/98)

CRITERIA FOR ESTABLISHMENT OF COURSES AND/OR CURRICULUM (BP 5040)

Courses may be either graded or credit/no credit courses and shall meet the requirements and standards as established by the Board of Governors of the California Community Colleges. (Administrative Code, Title 5, Section 55001)

Proposed courses shall meet the following criteria:

1. Criteria and Standards of Administrative Code, Title 5, Sections 55001-55002.
2. Answer or reflect community needs.
3. Be compatible to the philosophy and objectives of the college.
4. Reflect cost considerations.
5. Not duplicate existing courses.
6. Be limited to lower division.
7. Have a potential minimum number of students as determined by the Vice President/Assistant Superintendent, Instructional Services.
8. Be given final approval by the Board of Trustees. (Revised: 5/23/77, 10/8/79, 3/2/94)

REQUIRED COURSE MATERIALS (BP R5100)

Definition: "Required course material" refers to any print (usually, but not limited to, a textbook), audio, audio-visual, multimedia and other instructional material required for a specific course section.

The purpose of this policy is to ensure that such required course materials for any section comply with the specifications in the current course outline.

1. The required course material chosen for a course section must be equivalent to the examples of types of materials listed on the current course outline. The materials must be selected in such a way that the students completing the course are able to meet the objectives in the current course outline.
2. Use of specific course material listed on the course outline is required by all instructors in all sections of that course when such uniformity is prescribed in the course outline.
3. Bookstore requests for required course material will be submitted to the Division Chair or Director. The signature of the Division Chair/Director on a bookstore order certifies that the course material selected for a particular course section or sections is equivalent to the nature of the course material described in the course outline and/or adheres to the degree of specific conformity prescribed by the course outline.

4. A copy of all current outlines, including information about required course material, must be kept on file in the division office, the library and the bookstore.

(Revised: 2/24/75, 3/2/94, 1/5/00)

COURSE OUTLINE (BP 5101)

1. Legal Definition

Title 5, Section, 55002(a)(3) Course Outline of Record

The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

2. Purpose of Course Outline

The course outline is the basis for approval of courses at the local and state level and for articulation review. It also defines the curriculum for which instructors are responsible and guides them in the development of their specific syllabi.

3. Authorship of the Course Outline

- a. Where appropriate regular faculty are available, the Division Chair or Director of the relevant discipline will assign responsibility to develop or revise the course outline.
- b. Where only temporary part-time faculty are available, the Dean in consultation with the Division Chair or Director will assign responsibility, and will authorize additional compensation where appropriate, to develop or revise the course outline.
- c. Where appropriate college faculty are not available, the Vice President/ Dean and Division Chair or Director shall recruit a qualified outside consultant to develop or revise the course outline.

The course outline is to be written or revised in consultation with, whenever possible, all Cuesta faculty who are qualified to teach the course. Other Cuesta faculty whose courses would be affected by the new or revised course, as well as affected service faculty and staff, should also be consulted whenever possible.

4. Relationship of Each Instructor's Syllabus to the Course Outline

The course outline is a general framework, which sets the standards that individual instructors must meet. It prescribes the objectives and the scope of the course, and it specifies the types or provides examples of course materials and texts, assignments and evaluations to be used in the course. A syllabus, on the other hand, is a specific application that presents each individual instructor's detailed plan for a course section. It normally contains the specific assignments from the selected course material and texts, the exact sequence and time frame for given topics, the teaching methods, and the evaluation methods and standards each instructor employs. These specifics must be consistent with the general types prescribed in the course outline.

5. Specificity and Prescription

A course outline will be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. It should be general enough, however, to permit instructors freedom to create variations regarding content, methods, and course materials/texts which reflect their own teaching styles and subject expertise as well as meet special student needs.

This freedom to create variations may be restricted only when one or more of the following conditions apply:

- a. Existing licensing or accrediting bodies have dictated such restrictions.
- b. Subsequent courses, for which the course in question is a prerequisite, require a specific knowledge base and/or skill level.
- c. Articulation agreements for the transfer of credits for the course in question require such restrictions.
- d. The faculty in a department or division reach general consensus that such restrictions would best serve the department's, the division's or the college's academic program.

The course outline is the official document of record, and all instructors teaching the course must adhere to it.

6. Dissemination of Course Outline

The course outline must be made available to all instructors teaching a section of the course. The Division Chair or Director (or designee) shall meet with all instructors newly assigned to teach a particular course in order to ensure that each instructor's syllabus (or course design) is consistent with the course outline. This orientation shall include a discussion about the specificity of the course outline, including the selection of any required course material and texts.

7. Documentation File

Each division will establish and maintain a documentation file for every course. This file will contain at minimum one current sample syllabus and other relevant materials per instructions in Cuesta College's curriculum handbook regarding course documentation. A division may require this file to be updated with individual syllabi and other materials at the beginning of each semester by all instructors teaching the course. (Approved: 1/5/00)

COURSE PREREQUISITE/COREQUISITE (BP 5137)

Prerequisite means the preparation or previous course work considered necessary for success in the course. The college **requires** students to complete prerequisites as pre-enrollment preparation (See Prerequisite/Corequisite Challenge Procedures for conditions under which a prerequisite may **not** be required.) Prerequisites which are listed in the College Catalog include:

1. Courses for which specific prerequisites have been validated;
2. Sequential course work in a degree-applicable program; and

3. Courses in which a prerequisite is necessary for the course to transfer to a four-year college.

Corequisites for courses are treated similarly to prerequisites.

Questions about prerequisites/corequisites are best resolved with a counselor or instructor prior to the first day of class.

PREREQUISITE/COREQUISITE CHALLENGE PROCEDURES (BP R5137)

A prerequisite/corequisite challenge requires written documentation, explanation of alternative course work, background or abilities which adequately prepare the student for the course. A Prerequisite/Corequisite Challenge Form can be obtained from the Dean of Student Services at the Admissions/Records Office or from the Counseling Office. Reasons for seeking a Prerequisite/Corequisite Challenge Form may include one or more of the following:

1. A prerequisite/corequisite is not reasonably available to a student with a Student Educational Plan (SEP). (Reasonably available is defined as any open seat(s) in any scheduled course within the last two semesters.);
2. The student believes the prerequisite was established in violation of regulation or in violation of the district-approved prerequisite/corequisite process;
3. The student believes the prerequisite/corequisite is discriminatory or being applied in a discriminatory manner. (Discriminatory is defined as prerequisites/corequisites being arbitrarily enforced with some group(s) of students and not with others or having a disproportionate impact on a particular group of students.); or
4. The student has the documented knowledge based upon a multiple measures assessment (certificate of completion, transcript, syllabus, or copies of exams/challenge examination) of ability to succeed in the course without meeting the listed prerequisite(s).

Upon filing the Prerequisite/Corequisite Challenge Form, the student may enroll into the Challenge Class by presenting this form at registration. If this challenge is not upheld, the student will be dropped from the class. (Approved: 7/6/94)(Revised: 2/1/95)

CURRICULUM COMMITTEE PROCEDURES

1. Membership

The Curriculum Committee membership shall consist of voting faculty members, representing each instructional division and counseling, plus the Vice President of the Academic Senate who will serve a two year term as chair of the committee. Non-voting members will be the Vice President/Assistant Superintendent, Instructional Services; the Director of Learning Resources; an Articulation/Transfer Specialist; the DSPS Director; an Admission and Records Technician; the Curriculum Resource Specialist, an officially appointed representative from the ASCC, and a CCFT representative.

2. Selection of Representatives

The faculty members of the Curriculum Committee, after selection by their division, shall be appointed annually by the President of the Academic Senate, in consultation with the President/ Superintendent.

3. Roles and Responsibilities

A. Chair

1. facilitates Curriculum Committee meetings
2. assists in identifying key issues and coordinates activities relating to the development of policies as needed
3. reports issues and decisions to and from the Academic Senate
4. reports decisions to the Board of Trustees

B. Members

1. Educate their department/unit regarding curriculum changes and procedural issues.
2. Update the curriculum handbook and forms within the division.
3. Assist faculty members in completing curriculum forms properly and certify for accuracy by signing.
4. Maintain the quality/integrity of the courses by carefully reviewing the curriculum packet and by participating critically in committee meetings. Areas to be scrutinized include, but are not limited to: incongruencies between course descriptions and course content; appropriateness of course unit values and the relationship of unit values to the lecture/lab hours; course costs; proper pre/corequisite validation; verification of general education, health education, and diversity status of courses; course transferability; program and certificate reviews; and suitability of delivery methods.
5. Provide the Committee with background data to support course changes/additions/deletions or invite department/unit members who could best answer any questions from the Committee so that decisions are timely and accurate.
6. Provide feedback/information from their department to the Committee regarding college issues that pertain to curriculum (e.g., distance learning, diversity and general education patterns).
7. Inform department of pertinent information from curriculum meetings.
8. Participate in subcommittees as necessary to maintain the quality of the curriculum.

4. Recorder

The recorder is the Curriculum Resource Specialist in the office of the Vice President of Instruction. An official copy of the minutes shall be kept by the office of the Vice-President of Instruction.

5. Subcommittees

The Chair shall appoint subcommittees as needed.

SCHEDULE OF COMMITTEE MEETINGS

When: First Friday of the month and third Friday when needed

Where: Room 5402

Time: 1:30 p.m.

Need: Curriculum packet, handbook, and current catalog.

CURRICULUM DEADLINES FOR FALL 2002/SPRING 2003

Type of Change	Proposal Due to Instructional Services	Curriculum Committee Approval	Date it Becomes Effective (if approved)
New Programs (Degrees & Certificates): Submit to Shared Governance before the due date to Instructional Services for approval by the Curriculum Committee. Complete application to the Chancellor's Office and send to Instructional Services for review and submission. CCCOC approval takes approximately 60 days.	1/15/2003 4/15/2003	2/2003 5/2003	Fall following approval by the Chancellor's Office. (CCCOC)
New Courses: Courses not attached to a degree or certificate pattern must apply for stand-alone approval from the Chancellor's Office before it becomes effective. CCCOC approval takes approximately 30 days.	11/15/2002 1/15/2003 4/15/2003	12/2002 2/2003 5/2003	Summer 2003 Fall 2003 Spring 2004
Major/ Minor Revisions, Inactivation, Special Topics: Course name changes, unit changes, and course inactivations should be tracked on the internal division degree and certificate patterns by the division assistant and submitted with the degree/certificate revisions due March 15 .	8/15/2002 2/15/2003 8/15/2003	9/2002 3/2003 9/2003	Spring 2003 Summer/Fall 2003 Spring 2004
Degree/Certificate Revisions General Ed Pattern for catalog Graduation Requirements	3/15/2003 (ONLY)	4/2003 (ONLY)	Fall 2003 (ONLY)

PROGRAM REVIEW

Program Review is a process required under Title 5 regulations that provides the opportunity to evaluate current programs and to identify strengths and needs. This review is done on a cyclical basis every five years. All courses, degree and certificate patterns, and prerequisites, corequisites, and advisories are reviewed at this time. (See review cycle on next page.)

Each division is provided data regarding student characteristics, retention and success, current staffing levels, and costs. Faculty are asked to review and to evaluate the quality and effectiveness of the program in which they teach. The review should be used to help generate the unit plan and the cluster plan.

In a few cases, there are courses that are not part of a degree or 18 unit certificate pattern or part of any program review. In order to ensure that they are also reviewed systematically, a schedule for their review has been determined. Faculty and division chairs/directors will be given this schedule at the same time that they are notified of the program review schedule.

Courses occur in the following disciplines and need their curriculum reviewed outside of the program review process: Astronomy, Correctional Science, Counseling, Dance, Emeritus, ESL/VESL, Geography, Foreign Languages (French, German, Spanish), Physical Science, Real Estate, Sign Language, Speech Communications, and Wellness.

Review Cycle

AA/AS Degree Programs and Certificate Programs Program Review	Additional Course Review
2002 – 2003	2002 – 2003
Art – 3D	Counseling
Automotive Technology	ESL/VESL
Biological Science	French
Computer Information Systems	German
EMT	Spanish
Family Studies	
Library Information Technology	
Medical Assisting	
Music	
Nursing (NRAD)	
Philosophy	
Physics	
2003 – 2004	2003 – 2004
Art – 2D	Astronomy
Chemistry	Nursing Assistant
Electronics	Physical Science
Engineering	Sign Language
History	Speech Communications
Interior Design	
Physical Education (all PE courses)	
Psych Tech	
Recreation Administration	
2004 - 2005	2004 - 2005
Agriculture	Dance
Business	Economics
Fitness, Health & Nutrition (all NUTR&HE ED)	Real Estate
Geology	Wellness
General Studies, AA	
General Studies Transfer	
Psychology	
Sociology	

Revised May 22, 2002

AA/AS Degree Programs and Certificate Programs Program Review	Additional Course Review
2005 - 2006	2005 - 2006
Anthropology	Correctional Science
Architecture	Emeritus
Drama	Geography
Construction Technology	
Criminal Justice	
Fashion Design	
Journalism	
Learning Skills	
Legal Studies/Paralegal	
2006 – 2007	2006 – 2007
Art Gallery Management	Work Experience
Broadcast Communications Mass Communications	
CAOA	
Early Childhood Education	
English	
Government	
Leadership	
Mathematics	
Welding	

Revised May 22, 2002

Program Review Schedule
College Services, Student Services, and Instructional Services

Review Cycle	Submit Review To:
2002- 2003	
Admissions & Records	VP Student Services
Counseling	VP Student Services
Institutional Advancement	President
Grants	President
Physical Facilities	VP Administrative Service
Special Programs	VP Instructional Services
2003 - 2004	
EOPS	VP Student Services
Health Center	VP Student Services
Learning Resources	VP Instructional Services
NCC Administrative Services	President
Physical Plant	VP Administrative Service
Workforce Development	VP Instructional Services
2004-2005	
Administrative Services	VP Administrative Service
DSPS Services & Adaptive PE	VP Instructional Services
Human Resources	President
Matriculation	VP Student Services
NCC Student Services	President
2005 - 2006	
Athletics	VP Student Services
Community Programs	VP Instructional Services
Instructional Technology Services (ITS)	VP Instructional Services
NCC Maintenance/Custodial Services	President
Public Safety	VP Administrative Service
2006– 2007	
Computer Services	VP Administrative Service
Financial Aid	VP Student Services
Institute for Professional Development	VP Instructional Services
Library Services	VP Instructional Services
NCC Computer Support	VP Administrative Service
Small Business Development Center	VP Instructional Services
Student Development	VP Student Services
Services Not in the Current Review Cycle	ELIC College Web

WHAT GOES TO CURRICULUM COMMITTEE?

1. New/Revised Associate Degree Programs
2. New/Revised Certificate Programs
3. New Courses
4. Major Revisions to Courses (Changes may affect articulation of course.)
 - a. units
 - b. lecture/lab ratio
 - c. prerequisite/corequisite/advisory revisions
 - f. major catalog description
 - g. major schedule description
 - h. major outcomes and objectives
 - i. major content - topics and scope
 - j. major assignments
 - k. articulation update
 - j. text(s)/course material(s) change (if making other major changes at the same time)
5. Pre/Corequisite/Advisory Validations
6. Distance Education Courses
7. Titles of Programs
8. Summary reports of minor revisions which have been administratively approved
9. All other college concerns regarding curriculum and curriculum policies, i.e., general education courses, graduation requirements, articulation, etc.

WHAT IS HANDLED ADMINISTRATIVELY BY THE VICE PRESIDENT OF INSTRUCTION IN CONJUNCTION WITH THE VICE PRESIDENT OF THE ACADEMIC SENATE?

1. Minor Revisions
 - a. minor changes in descriptive title
 - b. modification of course sequence number
 - c. modification of grade option
 - d. modification of repeatability
 - e. minor changes to catalog description
 - f. minor changes to schedule description
 - g. articulation update
 - h. format/typographical errors
 - i. minor outcomes and objectives statement
 - j. minor topics, scope, sequence
 - k. text(s)/course material(s) change
2. Reactivations/Inactivations
3. Special Topics
4. Pre/Corequisite/Advisory Validation Maintained

GENERAL EDUCATION

General education is a coherent pattern of courses intended to serve three purposes: Taken as a whole, the program is intended to strengthen students' essential intellectual skills; broadly introduce students to the core concepts and methods of the major disciplines; and prepare students to lead enriched lives in our multicultural society. General education courses are distinguished from those required for a major or allowed as freely chosen electives. Courses in the general education category are "general" in two senses: independently, they survey the core concepts and methods of the discipline in which they are included; and they point, where possible, to the influences and contributions of the discipline to other disciplines, culture, human history and our quest to understand our universe.

Through this program, students will acquire the ability to think and communicate clearly and effectively both orally and in writing; to use mathematics and other symbolic systems; to understand the modes of inquiry of the major disciplines; to appreciate the structures and processes of the natural environment; to be aware of other cultures and times; to achieve insights by thinking about ethical and social problems; to understand and appreciate the history of US culture and its governing institutions.

CRITERIA FOR GENERAL EDUCATION COURSES

Courses that fulfill general education requirements must:

1. Require post-secondary skills in reading, writing, and critical thinking.
2. Be an introductory or survey course that presents the core concepts and methods of a major discipline as the main focus of instruction.
3. Require thinking competencies that enable a student to organize, integrate and critically analyze information; and to use these skills to generate and evaluate alternative perspectives.

CATEGORIES OF GENERAL EDUCATION COURSES

A.1. Communication in English

After successfully completing courses in this category, students will write or orally deliver effective expository and argumentative discourse with a focus on inquiry as well as persuasion. Students will be able to read and listen critically in order to comprehend and communicate their understanding of the central ideas and rhetorical techniques in the assigned texts. They also will be able to demonstrate an ethical use of various rhetorical techniques in their written and/or spoken work.

A.2. Analytical Thinking

After successfully completing courses in this category, students will be able to construct and analyze statements in a formal symbolic system, and understand the relationship between the symbolic system and its various applications in the real world. Students will also appreciate the strengths and limitations of the system, its logical structure, and its derivation.

B. Physical and Life Sciences

After successfully completing courses in this category, students will understand the scientific method and its role in research, analyze problems in a structured way, and develop and employ strategies for solutions using scientific principles. Students will understand the empirical bases for current scientific theories, how those theories develop and change, and how they explain the natural world. Students also will appreciate the influence of scientific knowledge on the development of civilization.

C. Arts and Humanities

After successfully completing courses in this category, students will recognize the value of the great works of the human imagination in a broad context and understand their contribution to human culture. They will be able to analyze and appraise cultural/artistic achievements in verbal and/or non-verbal forms. Since language acquisition is a door to understanding the arts and humanities of other cultures, students who acquire second language skills also fulfill the category C requirement.

D.1. Social and Behavioral Studies

After successfully completing courses in this category, students will understand the theories and be able to employ and evaluate the methods of social scientific inquiry. Students will be able to analyze and critically assess ideas about the individual, social groups, institutions and society, as well as their interrelationships, structure and function. Students will be able to use this knowledge to develop a capacity for self-understanding and to understand contemporary issues, conflicts, problems and their origins.

D.2. American Institutions

After successfully completing courses in this category, students will understand the impact of social, political, and economic forces in the historical development of the US. Students will be able to employ interpretative skills to analyze historical causes and effects. Students will have an enhanced understanding of the interrelationship among the branches of our government over time. Students will also develop an understanding of US cultural and social diversity, and ethnic, gender, and class conflict.

ASSOCIATE DEGREE REQUIREMENTS

ASSOCIATE IN ARTS OR SCIENCE

In order to qualify for a degree from Cuesta College, students must complete 60 associate degree applicable semester units with a 2.0 grade point average. At least 12 of the 60 units must be earned at Cuesta. Students must take a minimum of 18 units of General Education coursework (one course in each category) and meet the English and Math competency requirements, the Health Education requirement, and the diversity requirement.

GENERAL EDUCATION CATEGORIES AND COURSES

A.1. COMMUNICATIONS IN ENGLISH

- ◆ **English** 56, 65 OR fulfill the English competency requirement through assessment and complete one of the following:
English 1, 1A, 1C; **Journalism** 1A, 1B; **Speech** 1A, 10, 12, 15

A.2. ANALYTICAL THINKING

- ◆ **Math** 19, 20D, 22, 23, 23SI OR fulfill the Math competency requirement through assessment and complete one of the following:
Computer Information Systems 14, 17, 31; **Electronics Technology** 116; **Math** 24A, 24B, 25, 26A, 26B, 27, 27SI, 29, 30, 31, 32, 36, 42, 45, 47, 55, 63, 65A; **Philosophy** 8

B. PHYSICAL AND LIFE SCIENCES

Anthropology 1; **Astronomy** 10; **Biology** 1A, 4, 5, 11, 12, 16, 20, 21, 22, 24;
Chemistry 1A, 10, 10FAL, 11; **Electronics Technology** 113; **Geology** 10, 11, 20;
Nutrition 10, 11; **Physical Science** 1A, 1B; **Physics** 5A, 8A, 10, 30; **Psychology** 2

C. ARTS AND HUMANITIES

Art 100, 103, 104, 105, 106, 120, 121, 140, 170, 180; **Drama** 1A, 5, 6, 7; **English** 1B, 5, 6, 7, 8, 12A, 12B, 13, 15, 16, 17, 31, 44A, 44B, 46A, 46B; **French** 1, 2, 3; **German** 1, 2, 3;
Interior Design 11; **Music** 30A, 30B, 35, 37, 38, 39; **Philosophy** 5, 6, 9, 12, 13; **Sign Language** 15A, 15B, 15C; **Spanish** 1, 2, 3; **Speech** 2A

D.1. SOCIAL AND BEHAVIORIAL STUDIES

Anthropology 2, 3, 25; **Business** 17; **Early Childhood Education** 1; **Economics** 1A, 1B; **Family Studies** 12, 14, 15; **Geography** 1, 2; **Government** 1, 4, 6, 9; **History** 4A, 4B, 8A, 8B, 10, 12, 19, 33, 35, 39; **Psychology** 1A, 6, 33; **Sociology** 1A, 1B, 6

D.2. AMERICAN INSTITUTIONS

Government 2; **History** 7A, 7B

ENGLISH AND MATH COMPETENCY REQUIREMENTS

Competency in reading, written expression, and mathematics must be demonstrated. The reading and written expression competency requirements are satisfied by either being assessed at the eligible level for English 1A; or by completing English 1 or English 1A with a passing grade; or by taking English 56, or English 65 with a grade of "C" or better.

The math competency requirement is satisfied by completing Math 20D or 22 or 23 or 23SI with a grade of C or better or by scoring a 70% or higher on either the Cuesta College Math Assessment Test # 2 or the Math 23 Proficiency Test.

HEALTH EDUCATION REQUIREMENT

The health requirement at Cuesta College provides the student with fundamental principles of holistic health. This preparation empowers the student to make relevant choices applicable to their genetic, environmental, and health risk factors to optimize mind/body/spirit health over a lifetime.

- Descriptive and discussion content of the major chronic diseases in the United States.
- Evaluation of individual risks factors for chronic diseases from a genetic, environmental, and lifestyle perspective.
- Descriptive and discussion content about communicable diseases/infections (e.g., HIV, STD's, Hepatitis C) including symptoms and prevention.
- Analyzing the influence of environment and nutritional content of food choices.
- Relating diet, exercise, and stress management to prevention of diseases and psychological well being.
- Developing an appropriate physical fitness program that includes cardiovascular, muscle strength and endurance training and flexibility.
- Examining the relationship of values and beliefs and mental health to effective interpersonal communication in relationships, coping, and prevention of addictive behaviors and domestic violence.

Students are required to meet the Health Education Requirement by completing **one** of the following:

Health Education 2 or 3 or 8

Nutrition 10 and Family Studies 5 and Family Studies 18

Completion of any **two semesters of the RN Curriculum**

Possession of a **valid EMT certificate**

DIVERSITY REQUIREMENT

Students are required to complete **one** course from the following list of courses that qualify for the diversity requirement. These classes emphasize "prejudice reduction and an understanding of cultural differences; the disciplined use of critical thinking and reasoning skills to challenge the biased assumptions and behaviors of individuals and societal institutions; a focus on inter-group relationships within categories of identity: such as race, ethnicity, gender, religion, sexual orientation, class, ability, nationality or age; and a focus on struggles for power, justice, and access to resources."

Anthropology 3, 20;

Business 60, 68;

Criminal Justice 24;

Early Childhood Education 37;

English 13, 17;

Family Studies 2;

Geography 2;

Government 4, 9;

Health Education 3, 8;

History 8A, 8B, 10, 12, 19, 33, 35, 39;

Learning Skills 207;

Nursing, Registered Associate Degree 1, 2A, 2B, 2D, 3A, 3B, 4A, 4B, 23;

Philosophy 9;

Psychology 6;

Sociology 2, 6;

Speech 12