Catalog Addendum
2015-16

Effective Fall Session 2016

Santa Maria Campus
800 South College Drive, Santa Maria, CA 93454-6399
Admissions & Records Office
(805) 922-6966 ext. 3248

Lompoc Valley Center
One Hancock Drive, Lompoc, CA 93436
(805) 735-3366

Vandenberg AFB Center
641 Utah Avenue, Bldg. 13640, Rm. 216, Vandenberg AFB, CA 93437-6312
(805) 734-3500 or (805) 605-5915

Solvang Center
Located at the corner of Elverhoy Way/Alisal Mesa Road and Alisal Road
320 Alisal Road, Ste. 306, Solvang, CA 93463
(805) 693-1543

Toll-free from Santa Barbara and San Luis Obispo counties
1-866-DIAL AHC (342-5242)

www.hancockcollege.edu

Every effort has been made to update all information which appears in this catalog. The college reserves the right to change its requirements in accordance with changing state laws and actions of the Allan Hancock College Board of Trustees. Such laws and actions will supersede regulations on the same subject which appear in this catalog and other official college publications.

The Allan Hancock Joint Community College District is committed to the active promotion of diversity and equal access and opportunities to all staff, students, and applicants, including qualified members of underrepresented protected groups. The college assures that no person shall be discriminated against because of race, color, ancestry, religion, gender, national origin, age, physical/mental disability, medical condition, status as a Vietnam-era veteran, marital status, or sexual orientation.

Allan Hancock College will provide, upon request, alternate translation of its general information documents in large print, Braille, e-text etc. Please call (805) 922-6966 ext. 3788.
MISSION OF THE COLLEGE

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

2015-16 CATALOG ADDENDUM

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MISSION OF THE COLLEGE
Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.

VISION STATEMENT
Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning and services in an environment of mutual respect.

ALLAN HANCOCK COLLEGE SHARED VALUES
Student Success
Innovation
Mutual Respect
Lifelong Learning
Diversity
Academic Freedom
Shared Governance
Excellence

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning and services through open and honest communication. (Allan Hancock College Board Policy 2510, Allan Hancock College Board Policy 4030)

ACADEMIC FREEDOM
To ensure the freedom to seek and profess truth and knowledge, the faculty member shall not be subjected to censorship or discipline by the college solely on grounds that the faculty member has expressed opinions or views, or provided access to materials, or guest speakers, which are controversial, unpopular, or contrary to the attitudes of the community or institution. At the same time, the faculty member should not purport to be an institutional spokesperson, should show respect for the right of others to express their opinions, and has the responsibility to present the subject matter of his/her course as announced to students and as approved by the faculty in their collective responsibility for the curriculum.

ACCREDITATION
Allan Hancock College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (10 Commercial Blvd., Ste. 204, Novato, CA, 94949, (415) 506-0234), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The college has been continuously accredited since 1952. The latest accreditation is available for review on the Allan Hancock College public website. In addition, the licensing or other approval documents by a state agency for the various programs that require additional credentials are available by request through the office of the Vice President of Academic Affairs.

Students may contact the Accrediting Commission for Community and Junior Colleges (ACCJC) directly with complaints related to noncompliance with accreditation standards. Information on the ACCJC complaint process can be accessed at www.accjc.org/complaint-process.

PHILOSOPHY STATEMENT ON ASSESSMENT AND STUDENT LEARNING OUTCOMES
Excerpt from the statement adopted by the Allan Hancock College Academic Senate; Allan Hancock College is committed to excellence in learning, in teaching, and in service in order to enable students to reach their educational goals. Student success is the highest priority at Allan Hancock College. Working with students and the community, all campus constituencies collaborate to provide innovative and comprehensive programs and services to ensure student achievement and meet community needs.

Thus, the primary goal of assessment at Allan Hancock College is to improve student learning. Learning is more than simply acquiring knowledge: “it entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom” (AAHE Nine Principles of Good Practice for Assessing Student Learning). The entire campus, seeking input from the greater community when appropriate, works together in a spirit of continuous improvement to support student growth and development for lifelong learning.

Students learn best when they assume ownership of and responsibility for their own learning; it is Allan Hancock College’s goal to provide an environment that best facilitates that learning. Therefore, outcomes assessment not only monitors what and how well students learn, but also measures the success of the institution in providing effective learning opportunities. Outcomes assessment occurs in both instructional and student service settings. The keys to the process are well-defined student learning outcomes and student support strategies implanted in an environment of high academic standards.

Information from Learning Outcomes Assessment Committee
Assessment is the ongoing process of analyzing student academic achievements compared to expected outcomes. Student work may be used as part of the assessment process and will be anonymous. Activities may include, but are not limited to, examinations, performance assessments, written papers, projects, learning journals, portfolios, case studies, questionnaires, surveys, focus groups, interviews, and follow-up studies. Assessment differs from grades in that results are used to understand effectiveness and improve the college’s programs and services to support student success. AHC’s outcomes are available at www.hancockcollege.edu/institutional_research_planning/learning_outcomes/.
Cal Grant A
Cal Grant A helps low- and middle-income students with tuition/fee costs. Grant recipients are selected on the basis of financial need and grade point average. The grant will be held in reserve for students who attend a public community college until transfer to a four-year college. To be eligible for a new (first-time) Cal Grant A, a student may not have completed more than six semesters, or nine quarters of college study, and must enroll at least half time.

Cal Grant B
Cal Grant B provides a living allowance (and sometimes tuition/fee help) for students with very low incomes. A minimum grade point average of 2.00 is required for assistance; however, preference is given to students showing high potential for success. Nearly all Cal Grant B awards are available only to students who have completed less than one semester of full-time or 16 units of part-time study. There are a limited number of special Cal Grant B awards authorized for community college students transferring to four-year colleges. To be eligible for this special award, an applicant may not have completed more than six semesters or nine quarters of college study.

Cal Grant C
Cal Grant C helps vocational school students with tuition and training costs. Training-related costs include special clothing, tools, equipment, books, supplies and transportation. Recipients must be enrolled in a vocational program at a community college, independent college or vocational school, in a program of study from four months to two years in length. This program is intended to provide training in areas of manpower need. In California, these include computer science, electronics, health science, nursing, retailing and agriculture.

Extended Opportunity Programs and Services (EOPS) Grant
(Allan Hancock College Board Policy 5150)
This state-funded program offers academically and educationally disadvantaged students “over and above” services in academic counseling, extra tutoring, peer advising and other ongoing support services to assist students in attaining their educational goals. Financial assistance for books and child care are also available for those who qualify.

Law Enforcement Personnel Dependent Scholarships
This grant program provides educational benefits to the dependents of California police and other law enforcement officers (Highway Patrol, county sheriffs and correctional officers) who have been killed or totally disabled in the line of duty. The death or disablement must have been the result of an accident or injury caused by external violence or physical force, incurred in the performance of duty. Grants range from $100 to $1,500 per year with a maximum of $6,000 in a six-year period. Write directly to the Student Aid Commission, 1410 Fifth Street, Sacramento CA, 95814, for application materials.

Aid for American Indians
The Bureau of Indian Affairs provides federal grants to assist in meeting the costs of attending college. In order to qualify, the student must be at least one-fourth Native American, Eskimo or Aleut, must enroll full time, and must show financial need.

SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR BOARD OF GOVERNORS FEE WAIVER PROGRAM
Once you’ve qualified for the BOG Fee Waiver, it’s important to ensure that you’re meeting the academic and progress standards in order to avoid losing the fee waiver.

Academic — Sustain a GPA of 2.0 or higher
If your cumulative GPA falls below 2.0 for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

Progress — Complete more than 50% of your coursework
If the cumulative number of units you complete is not more than 50% in two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters), you may lose your fee waiver eligibility.

Combination of Academic and Progress Standards
Any combination of two consecutive terms of cumulative GPA below 2.0, and/or cumulative unit completion of not more than 50% may result in loss of fee waiver eligibility.

How Will I Know?
You’ll be notified within 30 days of the end of each term if you are being placed on either Academic (GPA) and/or Progress (Course Completion) probation. Your notification will include the information that a second term of probation will result in loss of fee waiver eligibility. After the second consecutive term of probation, you may lose eligibility for the fee waiver at your next registration opportunity.

How to Regain Eligibility
If you lose eligibility for the BOG Fee Waiver, there are a few ways that you can have it reinstated:

• Improve your GPA or Course Completion measures to meet the academic and progress standards
• Successful appeal regarding extenuating circumstances
• Not attending your school district for two consecutive primary terms (fall/spring semesters, or fall/winter/spring quarters)

The appeals process for extenuating circumstances includes:

• Verified accidents, illness or other circumstances beyond your control
• Changes in economic situation
• Evidence of inability to obtain essential support services
• Special consideration factors for CalWORKs, EOPS, DSPS and veteran students
• Disability accommodations not received in a timely manner

Please note that foster youth and former foster youth (age 24 years and younger) are not subject to loss of the BOG Fee Waiver under these regulations.

If you have questions or need assistance, please contact the financial aid office or registrar at your college.
ATTENDANCE
You must attend the first class meeting and/or orientation of each new class whether it’s a lecture or a laboratory. If you cannot be there, notify your instructor in writing; via email or by phone no later than 24 hours prior to the first class session. Without prior notification, you may be dropped from the class and wait list students could be admitted in your place. For instructor’s email addresses and telephone extensions, visit the AHC home page and select Directories.

Regular attendance at all class sessions is a primary obligation of the student. Regular participation in distance learning and TBA components is part of attendance, with minimum time required each day or week depending on the course section. Both the successful completion of college work and the financial support of the college are dependent on regular attendance. Students are required to remain for the entire period. Each college instructor will explain the absence policy for his or her class at the beginning of the semester; however, failure to attend regularly may result in a reduction of the student’s final grade, or in the student being dropped from the class altogether. In the event of a prolonged illness, instructors should be notified either by the student or by Health Services. Veterans should contact the Financial Aid/ Veterans Affairs office on the Santa Maria campus.

AUTHORITY OF INSTRUCTORS
Dropping Students
For the guidance of instructors, each department will develop its own standard concerning dropping students with excessive absences. Individual instructors will include in the course syllabus, which is distributed to students, a statement, consistent with the departmental standard, concerning student absences. Copies of course syllabi will be on file with the appropriate academic dean. Students who have absences exceeding the number permitted under these standards may be dropped by the instructor.

Suspending Students
Any student who violates the Guidelines for Student Conduct adopted by the Board of Trustees may be suspended from a class by the instructor for two consecutive class sessions, to include the day of removal.

ACADEMIC HONESTY
(Allan Hancock College Board Policy 5500)
Honesty and integrity are essential to the academic community. Faculty, students and staff are expected to be truthful, trustworthy and fair in all academic endeavors. Students who violate these principles by cheating, plagiarizing or acting in other academically dishonest ways are subject to disciplinary action.

Below are examples of academically dishonest behaviors.

- Using other people’s ideas, words, images or artistic works – from any medium, including the Internet – without acknowledging them with proper documentation.

If an instructor determines, after a conference with the student, that the student has been academically dishonest, the instructor at his/her discretion may issue a failing grade on the assignment, or take other measures that are reasonable and appropriate. The student may also be subject to further disciplinary action through the associate superintendent/vice president, student services.

An appeals process is available to the student through the office of the associate superintendent/vice president, student services.

CHANGE OF PROGRAM (ADDS AND DROPS)
During the first week of a semester-length course and up to the census roster due date, a student may add an open class via online registration at www.hancockcollege.edu after obtaining an add authorization code from the class instructor. To add a class after the mentioned timeline, the instructor and student must complete a Student Petition for Late Admission to Class form. The form must be submitted to the Admissions and Records office. Upon review the petition may or may not be approved.

It is the student’s responsibility to drop their classes via the MyHancock student portal but must do so by the published date. Non-attendance does not constitute official withdrawal. Students may drop classes on or prior to the last date to drop listed in the online class search without incurring grade responsibility. This policy refers to semester-length classes. For specific information regarding non-semester-length classes, refer to the online class search. (Allan Hancock College Administrative Procedure 5075)

FINAL EXAMINATIONS
Final examinations are required at the close of each semester’s work. Students failing to take these examinations will forfeit the right to receive any credit for the course. Absence due to illness will be excused only when verified by a physician’s excuse in writing. Requests for special examination to meet the student’s own personal needs (at a time other than that regularly scheduled) must be approved in advance by the instructor.

WITHDRAWAL FROM COLLEGE
Prior to the end of the 12th week of instruction for semester-length classes, or 75 percent of the length of shorter term classes, a student may officially withdraw from classes online at www.hancockcollege.edu. Deadline dates are posted within the online class search feature.

ACADEMIC CREDIT
Unit of Credit
The unit of credit represents one hour of lecture or recitation per week for one semester. In laboratory, physical education and some other courses, additional hours are required for each unit. Each unit of work in academic subjects presupposes two hours of outside preparation.

Advanced Placement Program (AP)
Allan Hancock College grants credit towards its associate degrees for successful completion of examinations in the AP. Students who complete AP Examinations with scores of 3, 4 or 5 will receive credit according to the Allan Hancock College AP, CLEP, & IB Equivalency List.
ASSOCIATE in ARTS in ELEMENTARY TEACHER EDUCATION for TRANSFER (A.A.T.)

The Associate in Arts in Elementary Teacher Education for transfer is designed to provide students who intend to enroll in California State University baccalaureate teacher preparation programs with a pattern of coursework necessary to transition into upper division course requirements. The program develops competencies in critical thinking and communication, both spoken and written, and incorporates the elementary subject matter requirements established by the California Commission on Teaching Credentialing.

The graduate of the associate in arts in elementary teacher education for transfer program will:

• Complete the prescribed pattern of general education courses (37-39 units).
• Complete the major core requirements (50 units).
• Complete a total of 60 transfer applicable units.

Associate Degree for Transfer Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

A. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]

B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

Associate in Arts in Elementary Teacher Education for Transfer Program Requirements

1. GENERAL EDUCATION: Complete one of the following:

   a) CSU General Education Pattern 39 units
   b) Intersegmental General Education Transfer Curriculum 37 units
      Total GE Units: 37-39 units

2. MAJOR CORE COURSES: A major of 50 units is required for the associate in arts in elementary teacher education for transfer degree.

COURSE NUMBER | TITLE | UNITS
--- | --- | ---
**Required core courses (47 units):**
ART 101 | Art Appreciation | 3
BIOL 100 | Introductory Biology | 4
ECS 100 | Child Growth and Development | 3
EDUC 130 | Exploring Teaching | 3
ENGL 101 | Freshman Composition: Exposition | 4
ENGL 102 | Freshman Composition: Literature | 3
GEOG 103 | World Regional Geography | 3
HIST 101 | World Civilizations to 1600 | 3
HIST 107 | U. S. History to 1877 | 3
MATH 105 | Mathematics for Teachers | 4
PHSC 111 | Matter, Energy, and Molecules | 4
PHSC 112 | Earth and the Universe | 4
POLS 103 | American Government | 3
SPCH 101 | Public Speaking | 3

List A: Select one course from the following (3 units):

ENGL 103 | Critical Thinking and Composition | 3
PHIL 114 | Critical Thinking | 3

List B: Restricted electives: select the course not selected in List A above plus additional courses from List B below to total 10 units, or select all 10 units from the courses in List B below:

ENGL 110 | American Government | 3
PHIL 115 | Ethical Issues, Multicultural Studies | 3
PSY 101 | Introduction to Psychology | 3

Total Major Units: 50

General Education Units: 39

Transferable Electives (as needed): 10

Double Counted Units: 39

Total Degree Units (maximum): 60
Associate in Arts in Studio Arts for Transfer (A.A.T.)

Art and design have permeated human experience for thousands of years. The fine artist and the designer both require knowledge of the same visual principles. An art major is trained in visual perception, design principles and manual skills necessary for personal expression or a commercial career in various art media. The Associate in Arts in Studio Arts for Transfer will prepare students for further studies toward a California State University (CSU) baccalaureate degree in Art, Ceramics, Commercial Art, Digital Media, Fine Arts, Painting, Photography and Sculpture.

The graduate of the associate in arts in studio arts for transfer program will:

- participate in a variety of visual arts, demonstrate accomplishment of skills, techniques and processes involved in their creation through a portfolio of work.
- demonstrate understanding of concepts, materials, and processes involved in the creation of visual art throughout history by participation in discussions, knowledge of terminology and successful execution of projects and assignments.

Associate Degree for Transfer Program Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

A. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]

B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.

C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

Associate in Arts in Studio Arts for Transfer Program Requirements

1. GENERAL EDUCATION: Complete one of the following:

   a) CSU General Education Pattern 39 units

   b) Intersegmental General Education Transfer Curriculum 37 units

   Total GE Units: 37-39 units

2. A major of 24 units is required for the associate in arts in studio arts for transfer program.

   COURSE NUMBER TITLE UNITS

   Required core courses (15 units):

   ART 103 Art History - Ancient to Medieval 3
   ART 104 Art History - Renaissance to Modern 3
   ART 110 Design 1 3
   ART 113 Three Dimensional Design 3
   ART 120 Drawing 1 3

   List A: Select three courses from three different areas (9 units):

   Digital Art Area
   ART 107 Computer Fine Art 3
   Color Area
   ART 112 Design Color Theory 3
   Drawing Area
   ART 121 Drawing 2 3
   or
   ART 122 Life Drawing 1 3
   Painting Area
   ART 125 Painting in Acrylics 1 3
   or
   ART 127 Painting in Watercolor 1 3
   or
   ART 129 Painting in Oils 1 3
   Ceramics Area
   ART 160 Ceramics 1 3
   Sculpture Area
   ART 164 Sculpture 1 3
   Photography Area
   PHTO 110 Basic Photography 3

   Total Major Units: 24
   General Education Units: 37
   Transferable Electives (as needed): 3
   Double Counted Units: 6
   Total Degree Units (maximum): 60

SPORTS MEDICINE (A.S.)

Allan Hancock College’s (AHC) sports medicine program is designed to provide students with the skills and knowledge necessary to transfer and pursue a career in athletic training, exercise science, physical therapy, and other sports medicine related fields. Identification, prevention, evaluation, treatment, and rehabilitation of sport and activity related injuries are emphasized. The program stresses the importance of transfer to four-year institutions offering Commission on Accreditation of Athletic Training Education (CAATE) accredited baccalaureate degrees. The program also prepares students to obtain internships or entry-level positions in a physical therapy/sports medicine workplace.

General education requirements are met by following the CSU or IGETC pattern.

The graduate of the Associate of Science in Sports Medicine will:

- demonstrate techniques associated with the recognition, evaluation, and immediate treatment of sport and physical activity related injury.
- understand and apply techniques related to sport and physical activity injury prevention and risk management.
- demonstrate techniques related to rehabilitation and repairing of sport and physical activity related injury.
- understand and relate anatomical, physiological, and biomechanical systems to sport and physical activity.
- demonstrate effective communication, professionalism, legal and ethical understanding, and general organization and administration within a sports medicine setting.
- understand the educational preparation required for specifically attaining status as a certified, and licensed sports medicine professional.
A major of 33-39 units is required for the associate in science degree.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH 104</td>
<td>Care and Prevention of Athletic Injury</td>
<td>3</td>
</tr>
<tr>
<td>ATH 106</td>
<td>Orthopedic Injury Assess/Rehab</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Introductory Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 124</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>FSN 110</td>
<td>Nutrition Science</td>
<td>3</td>
</tr>
<tr>
<td>PE 100</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 129</td>
<td>First Aid-CPR: Educator/Coach</td>
<td>1</td>
</tr>
<tr>
<td>PE 149 or</td>
<td>Co-op Work Experience Occupational</td>
<td>4-8</td>
</tr>
<tr>
<td>CWE 149</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>MATH 100</td>
<td>Nature of Modern Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 181</td>
<td>Calculus 1</td>
<td>3</td>
</tr>
</tbody>
</table>

CSU  IGETC

Total Major Units: 33-39  33-39
General Education Units: 39  37
Transferable Electives (as needed): 0  0
Double Counted Units: 10-12  9
(Area B2,  (Area 5B
B4, & E)  & 2)
Total Degree Units (maximum): (60 - 62) - (66-68)  61 - 67
6. **COMPETENCY IN READING, IN WRITTEN EXPRESSION, AND IN MATHEMATICS** has been demonstrated.

   Students will demonstrate competence in reading by completing the general education requirements (below).

   Students will demonstrate competence in written expression by completing English 100 (grade C or higher) or English 101 (grade C or higher).

   **NOTE:** Students who plan to transfer to a four-year institution should demonstrate competence in written expression by completing English 101 rather than English 100.

   Students will demonstrate competence in mathematics by meeting any one of the following standards:

   A. Pass one of the following courses with a C or better:
      Math 321, Math 331, **Math 309**, or Math 333/334 or any 100-level math course of at least three units.

   B. Receive a math placement recommendation for any 100-level math course based on the current Allan Hancock START process.

   **NOTE:** Students should consult a counselor to see if **Math 309** is best for them. STEM majors and others who intend to take Math 121 or higher, should take Math 331.
COURSE INFORMATION

Students should familiarize themselves with the information given below about the course descriptions. Courses are listed alphabetically. Each course is designated by a prefix and number. A descriptive title and the unit value follow the course number. The semester in which the course is usually offered is noted at the end of the course description following the grading option. See the key at the end of this section.

Numbering System: Courses numbered 100-199 are baccalaureate-level courses and will transfer to the California State University system and other four-year institutions. Please note that some of these courses would not be appropriate for specific majors or for the general education requirements for graduation. Students should check the current catalog of the institution to determine which courses are appropriate.

Courses numbered 300-399 are intended for certificate and associate degree programs. In some cases, with special arrangements, they may be acceptable for transfer to some four-year universities.

Courses numbered 400-499 are primarily vocational credit courses that are not applicable to the associate degree programs and do not transfer to four-year institutions.

Courses numbered 500-599 are college preparatory in nature and are not applicable to the associate degree programs and do not transfer to four-year institutions.

Cooperative Work Experience (149/302): Cooperative Work Experience courses provide on-the-job learning related to a student’s educational or occupational goals, and are offered by numerous disciplines. See “Cooperative Work Experience” for a more complete description.

Experimental Courses (179, 379, 479, and 579): Formerly known as "Workshop," these courses are designed in specific disciplines to test new curriculum before adopting it as part of an academic program. See “Experimental Courses” for a more complete description of the concept.

Independent Projects (189/389): These courses are academic opportunities for students who are capable of independent work and who demonstrate the need or desire for additional study beyond the regular curriculum. See "Independent Projects" for a more complete description of the concept.

Special Topics Courses (199/399/499/599): Formerly known as “Institutes” or “Topics In,” these courses are designed to meet specific and unique curriculum need within the college’s service area. These courses address a specific topic relating to a discipline and are not offered on a regular cycle (not within a two-year period). These courses are not included in any major core.

Acceptable for Credit: This designation identifies the course and unit transferability to the CSU and UC systems.

CSU - accepted towards graduation at all California State University campuses.

CSU-CL (Credit Limitation) – limited number of units accepted towards graduation at all California State University campuses.

UC - accepted towards graduation at all University of California campuses.

UC – CL (Credit Limitation) - limited number of units accepted towards graduation at all University of California campuses.

UC–DAT (Determined after Transfer) acceptance towards graduation at the UC campus is determined after the student has transferred. Course units may not be applied for the UC 60-unit admission requirement.

Course Repeatability: Effective fall 2013 only certain courses can be designated repeatable. Courses so designated will provide for increasing competency levels of performance in intercollegiate athletics, preparation for a bachelor’s degree in specific majors, or preparation for non-athletic intercollegiate or vocational competitions. Please check this catalog for identification of course repeatability.

Course Requirements: Course descriptions include skill requirements or recommended levels of preparation as follows:

Prerequisite: A prerequisite is a course (or equivalent skills or prior experience) that a student must complete with a grade of “C” or better (or possess) before enrolling in a more advanced course. A prerequisite is a course needed before a student may register for a subsequent course. If a student believes the prerequisite has been met by other means, an appeal for prerequisite equivalency can be filed with the dean of counseling and matriculation. Deadlines for submission of an appeal are printed in the Prerequisites, Corequisites and Advisories link on myHancock at http://www.hancockcollege.edu/Default.asp?Page=501.

Requisite: A corequisite is a course that must be taken prior to or at the same time the student is enrolling in the desired course. Deadlines for submission of an appeal are printed in the Prerequisites, Corequisites and Advisories link on myHancock at http://www.hancockcollege.edu/Default.asp?Page=501.

Advisory: An advisory is a course that a student is encouraged, but not required, to take before enrolling in a more advanced course. The advisory course will, in all likelihood, enhance a student’s learning in the advanced course.

Limitation on enrollment: Enrollment is subject to limitations based on reasons of:

1. health and safety; or
2. in cases of intercollegiate competition or public performance courses, allocation of available seats to those students judged most qualified and providing such courses are not core requirements for a major or a general education requirement for which there is no other course available; or one or more sections of a course are limited to a cohort of students when other sections of the same course are available for open enrollment.

To Be Arranged (TBA) Courses: Some courses have “to be arranged” (TBA) components and/or may be offered via distance learning (DL). TBA components require participation in a minimum number of hours each week (for semester length courses), or minimum number of hours each day (for shorter terms), in addition to the scheduled days and times designated in the schedule of classes. Regular participation is required of all students in courses with TBA components and/or classes offered via distance learning. For detailed information about participation requirements, visit www.hancockcollege.edu and select the class schedule to search. After finding the course section of interest, click on the blue class CRN for complete details.

Field Trips: Certain courses have field trips scheduled as a regular part of the course. Some of these trips are scheduled for the evening, and some for Saturdays or other days when the college is not usually in session. These trips are scheduled far enough in advance to give the student ample time for planning. Unless specifically advised otherwise, students are responsible for arranging their own transportation to and from the class site. The district assumes no liability or responsibility neither for the transportation nor for any person driving a personal vehicle who is not an agent of the district.

Grading Options:

- P/NP: pass/no pass
- GR/P/NP: grade or pass/no pass
- GR: letter grade only

Travel Courses: The possibility of offering enriched experiences to students through travel in both the United States and in foreign countries has been recognized by the college, and certain courses may be presented as travel classes during vacation time. Any travel class offered is equivalent to the same offering on campus and the student workload and testing is comparable to that on campus. The college assumes no responsibility for travel expenses living costs or incidental expenses incurred by anyone participating in a travel class. Because of enrollment demands, expenses, housing and travel arrangements and other special considerations, travel classes will be offered only when student interest and other factors make them appropriate.
Semester in which a course is usually offered:

F = fall only  U = summer only  W = winter only
S = spring only  F1 = fall, odd years  S1 = spring, odd years
FSU = fall, spring, summer  F2 = fall, even years  S2 = spring, even years
SU = spring, summer  A = as needed  D = contact department

**EARLY CHILDHOOD STUDIES**

**ECS 150 Administrative II: Personnel and Leadership in Early Childhood Education**  3 units

Prerequisite: ECS 106
Advisory: ENGL 513

This course covers effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and developing strategies for establishing collaboration and communication for a diverse and inclusive early care and education program. (F, S) (GR/P/NP)

**ENGLISH**

**ENGL 140 Graphic Novel as Literature**  3 units

Prerequisite: ENGL 101

Graphic Novel as Literature, English 140, will examine the emergence of the form, its multicultural nature, and its subversive nature. The class will require several papers including a research paper. It will transfer to CSU Long Beach and will fulfill a humanities and multicultural GE requirement. It is a three unit class. (F, S) (GR/P/NP)