EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 10, 2009

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,
E. Martinez, C. Mosqueda, M. Odanaka, S. Panski, V. Rapp, C. Somin, J. Thompson,
J. Young

Ex-Officio Members Present: Q. Chapman, L. Suekawa

Ex-Officio Members Absent (Excused): M. Hall, J. Harmon

Ex-Officio Members Absent (Unexcused): C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, R. Elton-Collett, T. Jackson, B. Jaffe, M. McLean, G. Miranda.
M. Stallings

CALL TO ORDER
Chair Young called the College Curriculum Committee (CCC) meeting to order at
2:31 p.m.

CHAIR'S REPORT
- Chair Young reported that she has been working with Chair Elect, L. Kjeseth,
Curriculum Advisor, Q. Chapman, Administrative Assistant, K. Adams, Associate Dean
of Academic Affairs, B. Jaffe, and VPAA, F. Arce to develop a six-year review cycle
for the college and a means for reviewing career and technical education (CTE), courses
on a two-year cycle. She said that details will be presented during the afternoon's
training session. In addition, this same curriculum team has been working on the response
to the Accreditation Commission for Recommendation Three, which focused on
curriculum review.
- She reminded the Committee that discussions and some of the work to improve the
process and increase the number of proposals reviewed by the Committee was actually
started in Fall when Chair Elect, L. Kjeseth proposed the idea of a Full Review and a
Standard Review Committee.
- The first meeting of the Standard Review Committee was held on February 26, 2009.
S. Panski was the floating representative at this meeting. For the upcoming meetings
A. Himsel, M. Lipe, and J. Thompson will serve as floating representatives, respectively.
As a result, the courses reviewed at the February 26th meeting will appear on today's
consent agenda.
- The other change that has been implemented, meeting with the deans one week prior to
the CCC meeting, appears to be working effective. Dean G. Miranda mentioned that she
had a positive experience with this process and thought that it worked well.

- Chair Young presented a report to the Academic Senate on March 3rd outlining the progress made and the proposed projects to improve the review process.
- She also mentioned that the minutes from the February 24th CCC meeting will be e-mailed to the committee for approval.

CURRICULUM REVIEW
Industry and Technology
- Chair Young introduced Associate Dean of Industry and Technology T. Jackson to present Architecture 125abcd, Administration of Justice Certificate of Achievement, and the Administration of Justice major revisions.
- T. Jackson took the podium and introduced R. Elton-Collett and M. Stallings from the Industry and Technology division who then distributed an errata sheet to the committee.
- T. Jackson began with Architecture 125abcd.
    o T. Jackson consulted with the committee regarding the proposed revision to add a check mark next to "IGETC," to which the committee corrected that it should not be checked, but that "Transfer Status" should be checked since the course will be UC transferable. T. Jackson accepted the revision.
    o Q. Chapman noted that the course outline should read "Pending" status next to UC transfer and the recommendation was accepted.
    o Minimum corrections were made to sections II and III of the course outline of record.
- There were no questions for the Administration of Justice Certificate of Achievement or Major proposals.
- Chair Young then called for a motion to approve the Industry and Technology proposals. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment. V. Rapp moved, M. Lipe seconded, and the motion carried.

Behavioral and Social Sciences Proposals
- Dean G. Miranda took the podium to present Child Development 129, 137abcd, 138abcd, 139abcd, 140abcd, and 150; and online versions of Child Development 137abcd, 138abcd, 139abcd, and 140abcd.
- Dean G. Miranda distributed an errata sheet and began to discuss each course and revisions made.
- Child Development 129 was presented without questions or revisions.
- There were no questions for Child Development 137abcd or the online version 137abcd.
- Dean G. Miranda then presented Child Development 138abcd.
    o Chair Young advised that "sequential" be removed from Form A, Content Review and the revision was accepted.
    o There were no other questions and Dean G. Miranda then presented the distance education version.
- She continued with Child Development 139abcd.
    o L. Suekawa noted that "UC transfer" should not be checked and the recommendation was accepted.

- o There were no other questions and Dean G. Miranda also presented the distance education version for this course.
- The Committee began a review of Child Development 140abcd. Q. Chapman noted that CSU and UC transfer on course outline should be checked 'No.' Dean G. Miranda then presented the distance education version for the course.
- Dean G. Miranda continued with Child Development 150 to which there were no questions.
- She then announced that there was an additional proposal for revision to the existing Liberal Studies major. Chair Young requested that the committee take time to read through the proposal and the committee examined the revisions.
  - o Dean G. Miranda explained that the revisions to the Liberal Studies major were brought forth under extenuating circumstances, specifically due to the recent changes in Math 70, 73 and 80, but to also add History 1B as an option.
  - o She fielded questions from the committee regarding the course title and descriptive title for Communication Studies to which it was clarified that both titles have been changed.
  - o The committee noticed errors in the course numbers for History and Child Development which were corrected.
  - o Chair Young noted that Math 111 would be added to the proposal as it was mentioned in the justification but was inadvertently left out of the list of courses.
- Chair Young then called for a motion to approve the changes to the Behavioral and Social Sciences proposals. V. Rapp moved, M. Lipe seconded, and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment. L. Kjeseth moved, V. Rapp seconded, and the motion carried.
- She then called for a motion to approve the distance education versions. L. Kjeseth moved, V. Rapp seconded, and the motion carried.

CONSENT AGENDA PROPOSALS
- Chair Young directed attention to today's Consent Agenda handout for approval by the College Curriculum Committee.
- The handout included Behavioral and Social Sciences division recommendations for one inactivation and three course reviews which included revisions to prerequisites, catalog descriptions, enrollment limitations and distance education updates.
- The handout also included Business division recommendations for nine course inactivations.
- There were also nine course inactivations recommended for the Health Science and Athletics division.
- The handout also included six course inactivations for the Mathematical Sciences Division.
- The final recommendation was to inactivate one course in the Natural Sciences division.
- L. Kjeseth noted that the actions under standard review describe what was changed and the reasons given by each division.
- The committee received suggestions regarding the separation or distinction of courses reviewed by the standard review committee, and regarding the orientation of the

document from landscape to portrait setting. The recommendations will be integrated in the handout for the next meeting.
- Chair Young then called for a motion to adopt the recommended actions. S. Panski moved, M. Lipe seconded, and the motion carried.

SIX-YEAR COURSE REVIEW CYCLE TRAINING
- Chair Young conducted training on the newly developed Six-Year Review Cycle Worksheet and the Six-Year Review Cycle by Course forms. She also distributed the Two-Year Career and Technical Education (CTE) form which will be discussed in more detail at the next meeting.
- The faculty began working on the forms. They will consult with their deans and faculty and email the forms back to the Curriculum Office by Tuesday, March 17, 2009.
- Barbara Jaffe congratulated all those involved in the development of the new Six-Year Course Review process on a job-well-done.

STANDARD REVIEW SUB COMMITEE
- Chair Young asked for any comments on the standard review process. She received positive feedback from the committee from both the dean's and the CCC's perspective.
- Q. Chapman and L. Kjeseth also clarified the types of proposals and revisions that must be presented through the full review process.

ADJOURNMENT
Chair Young the called for a motion to adjourn the meeting. R. Hughes moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 3:45 p.m.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE

Proposed Curriculum Changes
March 10, 2009

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE COURSE

1. American Studies 1 – Introduction to American Studies

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Child Development 107 – Infant/Toddler Development
   Current Status/Proposed Change
   Prerequisite: Child Development ~~3~~ 103 with a minimum grade of C
   This course focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age two-and-a-half. Topics include~~:~~ the effect of the adult-child relationship on an infant's development, practical application of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, developmentally appropriate environments, curriculum, and state mandated licensing regulations.
   ~~Note: This course meets Title 22 requirements for programs for young children regulated by the California State Department Education.~~

   Recommendation:
   Prerequisite: Child Development 103 with a minimum grade of C
   This course focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age two-and-a-half. Topics include the effect of the adult-child relationship on an infant's development, practical application of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, developmentally appropriate environments, curriculum, and state mandated licensing regulations.

2. Child Development 129 – Introduction to Program Administration
   Current Status/Proposed Change
   Prerequisite: ~~Child Development 20 with a minimum grade of C or two years of preschool teaching; or two years verified field work in child care~~ None
   This course focuses on the regulations, standards and practices for licensed preschool~~s and school-age child care~~ programs established by the California State Department of Social Services. Topics ~~to be covered will~~ include the role of the program director, interpersonal relationships, public relations, staff recruitment and selection, and community resources ~~and budgeting~~.

Recommendation:
Prerequisite: None
This course focuses on the regulations, standards and practices for licensed preschool programs established by the California State Department of Social Services. Topics include the role of the program director, interpersonal relationships, public relations, staff recruitment and selection, and community resources.

3. Child Development 137abcd – Mentor Seminar A
Current Status/Proposed Change
Enrollment Limitation: current ~~employment~~ <u>or past experience</u> in an early childhood program
~~The focus of t~~<u>T</u>his course is <u>designed</u> to provide information, guidance and peer support for mentor teachers who are supervising student teachers, beginning teachers and assistants in <u>E</u>~~e~~arly <u>C</u>~~c~~hildhood <u>E</u>~~e~~ducation programs. Seminar content will be individualized to meet the <u>professional</u> needs of each mentor. <u>This course meets the professional development requirements for renewal of the Child Development Permit.</u>

Recommendation:
Enrollment Limitation: current or past experience in an early childhood program
This course is designed to provide information, guidance and peer support for mentor teachers who are supervising student teachers, beginning teachers and assistants in early childhood education programs. Seminar content will be individualized to meet the professional needs of each mentor. This course meets the professional development requirements for renewal of the Child Development Permit.

4. Child Development 138abcd – Mentor Seminar B
Current Status/Proposed Change
Enrollment Limitation: current ~~employment~~ <u>or past experience</u> in an early childhood program
This course is designed for early childhood mentor teachers to <u>further</u> explore issues ~~begun~~ <u>introduced</u> in Mentor Seminar A. Content relates to the role ~~as~~ mentor<u>ing</u> ~~to~~ student teachers, beginning teachers<u>, beginning teachers</u> and assistants in early childhood programs. Additional emphasis will be placed on the role ~~as~~ <u>of</u> early childhood professionals. Seminar content will be individualized to meet the needs of each mentor. <u>This course meets professional development requirements for the renewal of the Child Development Permit.</u>

Recommendation:
Enrollment Limitation: current or past experience in an early childhood program
This course is designed for early childhood mentor teachers to further explore issues introduced in Mentor Seminar A. Content relates to the role mentoring student teachers, beginning teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role of early childhood professionals. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

5. Child Development 139abcd – Mentor Seminar C
   Current Status/Proposed Change
   Enrollment Limitation: current ~~employment~~ <u>or past experience</u> in an early childhood program
   This course is designed for early childhood mentor teachers to <u>further</u> explore issues ~~begun~~ <u>presented</u> in Mentor Seminar B. Content relates to the role ~~as~~ <u>of</u> mentor<u>ing</u> ~~to~~ student teachers, beginning teacher<u>s</u> and assistants in early childhood programs. Additional emphasis will be placed on the role <u>of early childhood educators</u> as advocates and change agents. Seminar content will be individualized to meet the needs of each mentor. <u>This course meets professional development requirements for the renewal of the Child Development Permit.</u>

   Recommendation:
   Enrollment Limitation: current or past experience in an early childhood program
   This course is designed for early childhood mentor teachers to further explore issues presented in Mentor Seminar B. Content relates to the role of mentoring student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role of early childhood educators as advocates and change agents. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

6. Child Development 140abcd – Mentor Seminar D
   Current Status/Proposed Change
   Enrollment Limitation: current ~~employment~~ <u>or past experience</u> in an early childhood program
   This course is designed for early childhood mentor teachers to <u>further</u> explore issues ~~begun~~ <u>discussed</u> in Mentor Seminar C. Content relates to the role ~~as~~ <u>of</u> mentor<u>ing</u> ~~to~~ student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on research and communication. Seminar content will be individualized to meet the needs of each mentor. <u>This course meets professional development requirements for the renewal of the Child Development Permit.</u>

   Recommendation:
   Enrollment Limitation: current or past experience in an early childhood program
   This course is designed for early childhood mentor teachers to further explore issues discussed in Mentor Seminar C. Content relates to the role of mentoring student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on research and communication. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

7. Child Development 150 – Survey of Children with Special Needs
   Current Status/Proposed Change
   Prerequisite: Child Development ~~3~~ <u>103</u> with a minimum grade of C <u>or concurrent enrollment</u>

This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive and behavioral ~~problems~~ conditions. ~~Other t~~Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs.

Recommendation:
Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment
This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive and behavioral conditions. Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), TRANSFER STATUS, CATALOG DESCRIPTION, COURSE LENGTH

1. Child Development 131 – Supervising and Mentoring Adults
    Current Status/Proposed Change
    Course Length: ~~4~~ Full Term
    Enrollment Limitation: current or past experience ~~teaching in a licensed~~ in an early childhood program ~~for young children~~
    ~~No Transfer CSU~~ Proposed Transfer CSU
    In ~~T~~this course ~~covers~~ students will study the principles and practices of ~~supervision~~ supervising and ~~evaluation~~ evaluating ~~of~~ staff in early childhood education programs. ~~The e~~Emphasis ~~of this course is~~ will be placed on the role and responsibilities of experienced classroom teachers who mentor or supervise new teachers and student teachers. ~~while simultaneously addressing~~ Topics will include balancing the needs of children, families and staff, ethics, advocacy, and professionalism in the field.
    Note: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.

    Recommendation:
    Course Length: Full Term
    Enrollment Limitation: current or past experience in an early childhood program
    Proposed Transfer CSU
    In this course students will study the principles and practices of supervising and evaluating staff in early childhood education programs. Emphasis will be placed on the role and responsibilities of experienced classroom teachers who mentor or supervise new teachers and student teachers. Topics will include balancing the needs of children, families and staff, ethics, advocacy, and professionalism in the field.

Note: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.

NEW DISTANCE EDUCATION VERSIONS

1. Child Development 107 – Infant/Toddler Development (Online)

2. Child Development 137abcd – Mentor Seminar A (Online)

3. Child Development 138abcd – Mentor Seminar B (Online)

4. Child Development 139abcd – Mentor Seminar C (Online)

5. Child Development 140abcd – Mentor Seminar D (Online)

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGE IN CATALOG DESCRIPTION

1. Psychology 5 – General Psychology
   Current Status/Proposed Change
   This course is a survey <u>study</u> of ~~the scientific study of the behavioral~~ <u>human behavior</u> and mental processes ~~of organisms. This course emphasizes~~ <u>with an emphasis on</u> basic theory and research ~~design, including experimental techniques. Extended discussions of the contribution of nature and nurture to the understanding of behavior and mental processes are conducted~~ <u>generated by the scientific method</u>. Major topics include psychobiology, ~~sensation and perception,~~ learning<u>,</u> ~~and conditioning, cognitive psychology, motivation and emotion, personality theory, psychopathology~~ <u>human cognition, personality, lifespan development, psychological disorders, therapeutic approaches,</u> and social psychology.

   Recommendation:
   This course is a survey study of human behavior and mental processes with an emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology.

CHANGE IN MAJOR

1. Liberal Studies (Elementary Teaching)
   Current Status/Proposed Change
   Teacher Preparation Option:
   English 1A~~, Mathematics 70, Speech~~ <u>Communication</u> <u>Studies</u> 1 or English 1C; History 1A <u>or 1B</u>; Political Science 1, Geography 5 or Child Development ~~3~~ <u>103</u> or History ~~3~~ <u>140</u>; one course from: Biology 10, Geology 6, Physical Science 25; one course from: Art 1, Dance 1, English 15A, 15B, 35, 36, 40A, 40B, 42, 43, 44, Music 11, 12, Theatre 1; <u>one course from: Mathematics 73, 80, 110, 111, 115, 120, 130, 150, 170</u>

Total Units: ~~27~~ 25-28

Recommendation:
Teacher Preparation Option:
English 1A, Communication Studies 1 or English 1C; History 1A or 1B; Political Science 1, Geography 5 or Child Development 103 or History 140; one course from: Biology 10, Geology 6, Physical Science 25; one course from: Art 1, Dance 1, English 15A, 15B, 35, 36, 40A, 40B, 42, 43, 44, Music 11, 12, Theatre 1; one course from: Mathematics 73, 80, 110, 111, 115, 120, 130, 150, 170
Total Units: 25-28

BUSINESS DIVISION

INACTIVATE COURSES

1. Computer Information Systems 17 – Intermediate Concepts in Visual Basic.Net

2. Law 7 – General California Law

3. Real Estate 12B – Advanced Legal Aspects of Real Estate

4. Real Estate 17 – Real Estate Taxation and Exchange

5. Real Estate 27 – Escrow Practice

6. Real Estate 32 – Real Estate Loan Processing

7. Real Estate 42 – Uniform Standards of Professional Appraisal Practice (USPAP)

8. Real Estate 43 – Update of Uniform Standards of Professional Appraisal Practice (USPAP)

9. Real Estate 90abcd – Real Estate Assistant

HEALTH SCIENCES AND ATHLETICS DIVISION

INACTIVATE COURSES

1. Physical Education 8 – Physical Agility for Fire Fighters

2. Physical Education 207A – Skills Proficiencies in Sports and Activities

3. Physical Education 207B – Physical Education Proficiencies in Sports and Activities

4. Physical Education 222abcd – Fencing

5. Physical Education 350abcd – Muscle Endurance Group Exercise

6. Surgical Technology 110 – Introduction to Surgical Technology

7. Surgical Technology 111 – Introduction to Surgical Procedures

8. Surgical Technology 120 – Operating Room Techniques

9. Surgical Technology 141 – Advanced Practicum: Selected Sub-specialties

INDUSTRY AND TECHNOLOGY DIVISION

CHANGE IN MAJOR

1. Administration of Justice
   Current Status/Proposed Change
   At least 50% of the major requirements for the Associate in Arts degree must be completed at El Camino College.
   Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, <u>132,</u> 133, 134, 136, 150, 155
   Total Units: 27-32

   Recommendation:
   At least 50% of the major requirements for the Associate in Arts degree must be completed at El Camino College.
   Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155
   Total Units: 27-32

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Administration of Justice
   Current Status/Proposed Change
   A Certificate of Achievement will be granted to the student completing the courses in the Administration of Justice or Reserve Police Officer Academy options. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.
   Administration of Justice Option:
   Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, <u>132,</u> 133, 134, 136, 150, 155

Total Units: 27-32

Recommendation:
A Certificate of Achievement will be granted to the student completing the courses in the Administration of Justice or Reserve Police Officer Academy options. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.
Administration of Justice Option:
Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155
Total Units: 27-32

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, TRANSFER STATUS, CATALOG DESCRIPTION

Current Status/Proposed Change
1. Architecture 125abcd – <u>Advanced</u> Three-Dimensional Architectural Computer Aided Design
    Prerequisite: Architecture ~~120abcd~~ <u>121abcd</u> with a minimum grade of C or equivalent ~~No Transfer UC~~; <u>Proposed Transfer UC</u>
    This ~~is an~~ advanced ~~class~~ <u>course</u> in ~~the study of~~ three-dimensional (3-D) computer aided design for <u>A</u>~~a~~rchitecture~~. The course will~~ uses <u>various</u> <u>Auto</u>CAD ~~Architectural Desktop and 3D Studio as the primary~~ software<u>, including Revit Architecture,</u> to teach ~~how to model, surface, light and animate the design of a~~ <u>Building Information Modeling (BIM) techniques. Topics will include computer animation, rendering, design analysis, and documentation of buildings. Students will create detailed computer models of</u> buildings and ~~its surrounding environmental context~~ <u>generate floor plans, building sections, elevations, details and schedules from the model.</u>

Recommendation:
Architecture 125abcd – Advanced Three-Dimensional Architectural Computer Aided Design
Prerequisite: Architecture 121abcd with a minimum grade of C or equivalent
Proposed Transfer UC
This advanced course in three-dimensional (3D) computer aided design for architecture uses various CAD software, including Revit Architecture, to teach Building Information Modeling (BIM) techniques. Topics will include computer animation, rendering, design analysis, and documentation of buildings. Students will create detailed computer models of buildings and generate floor plans, building sections, elevations, details and schedules from the model.

MATHEMATICAL SCIENCES DIVISION

INACTIVATE COURSES

1. Computer Science 15P – Assembly Language Programming for the IBM PC and Compatibles

2. Computer Science 23 – Advanced Computer Programming in Java

3. Computer Science 36 - .NET's Windows Forms for Graphical Interface Computer Science Programming

4. Computer Science 55 – Three Dimensional Computer Graphics Programming

5. Mathematics 65ab – Introduction to the Graphing Calculator

6. Mathematics 66ab – the Graphing Calculator for Calculus

NATURAL SCIENCES DIVISION

INACTIVATE COURSE

1. Biology 96abcd – Cooperative Work Experience Education