

Instructor  
Guide to  
Dual Credit



KLAMATH  
COMMUNITY  
COLLEGE



**KLAMATH**  
Community College

# Klamath Community College

## Dual Credit Program Instructor Guide to Dual Credit

### Welcome Letter [\(4\)](#)

- Director of Accelerated Learning, KellyKandra

### About Klamath Community College [\(5\)](#)

### Equity and Access to Higher Education/Dual Credit [\(6\)](#)

### Definition of “Dual Credit” and “Sponsored Dual Credit” [\(6\)](#)

### What are the “Dual Credit” and “Sponsored Dual Credit” Standards? [\(6\)](#)

### Dual Credit Frequently Asked Questions [\(7\)](#)

### What are the instructor qualifications for “Dual Credit” and “Sponsored Dual Credit”? [\(7\)](#)

### Dual Credit Process Overview [\(8\)](#)

### Dual Credit and Sponsored Dual Credit Program Articulation Agreements [\(9\)](#)

### Dual Credit Program and Sponsored Dual Credit Due Dates [\(9\)](#)

### Renewal of Existing Articulations [\(9\)](#)

### Supported Courses Available for Articulation [\(9\)](#)

### Roles and Responsibilities of High School Instructors [\(9\)](#)

### Family Educational Rights and Privacy Act (FERPA) [\(10\)](#)

### Long-Term Leave Requirements [\(10\)](#)

### Dual Credit and Sponsored Dual Credit Instructor Requirements [\(10\)](#)

### Your Path to Teaching Dual Credit: Orientation and Support [\(11\)](#)

### Maintaining Alignment & Articulation - Non-Compliance [\(12\)](#)

### Instructor ID [\(12\)](#)

### Prerequisites and Corequisites Policy [\(13\)](#)

### Dual Credit and Sponsored Dual Credit Instructor Resources and Supports [\(13\)](#)

### Dual Credit and Sponsored Dual Credit Instructor Program Evaluations [\(13\)](#)

### KCC Director of Accelerated Learning Responsibilities [\(13\)](#)

### KCC Faculty Leads Responsibilities [\(14\)](#)

### KCC Dual Credit Supported Courses Available for Articulation [\(23\)](#)

### KCC Career Pathway Certificates and One-Year Certificates [\(48\)](#)

### Klamath Community College Transfer Degrees [\(50\)](#)

### Klamath Community College Degrees [\(50\)](#)

### How College is Different from High School Handout [\(52\)](#)

## Student Frequently Asked Questions

- What are the advantages for a student being enrolled in dual credit?([14](#))
- What are the positive outcomes of students enrolling in dual credit courses? ([14](#))
- What are the eligibility requirements for students? ([14](#))
- What are the costs related to Dual Credit Program at KCC?([14](#))
- Are dual credit courses transferable? ([14](#))
- Does Klamath Community College allow retroactive enrollment? ([15](#))

## Student Information

- General Information ([15](#))
- Admissions and Registration Process ([15](#))
- Advising and Credits with a Purpose ([15](#))
- Appeals and Petitions ([16](#))
- Attendance ([16](#))
- Cost ([16](#))
- Drop/Withdrawal ([16](#))
- Enrollment Services ([16](#))
- Family Educational Rights and Privacy Act (FERPA) ([16](#))
- Financial Aid Eligibility ([17](#))
- Grading Procedure ([17](#))
- Grading System ([18](#))
- Grade Point Average (GPA) ([19](#))
- Grading and Transcripts ([19](#))
- Student ID ([19](#))
- What is MyKCC? ([19](#))
- MyKCC Guide for Students ([20](#))
- What is an Unofficial Transcript? ([20](#))
- What is an Official Transcript? ([20](#))
- How to order Official KCC Transcripts online at theNational Student Clearinghouse? ([20](#))
- How to send Official Transcripts to KCC from other Institutions? ([20](#))
- Mandatory Reporting ([21](#))
- Satisfactory Academic Progress ([21](#))
- Student Code of Conduct ([21](#))
- Student Course Evaluations ([22](#))
- Student Resources and Support ([22](#))
- Accessibility Services and Resources ([22](#))
- Student Rights and Responsibilities ([22](#))
- Student Underage Admissions Policy ([22](#))
- Title IX ([22](#))

## To Instructors, Administration, and Counselors,

On behalf of the faculty and administration, welcome to the Klamath Community College Dual Credit Program (DCP).

Klamath Community College's (KCC) Dual Credit Program was first introduced during the 2007-2008 academic year. Sponsored by KCC in partnership with high schools in Oregon and California, the program offers high school students the opportunity to enroll in academically challenging coursework that enhances their high school transcripts for admission into a community college or university. This early start and transferability of courses allow for substantial savings while earning a college degree. Generally, students who start with 15 or more credits earned in high school are twice as likely to continue their education and earn a degree.

If your high school offers dual credit opportunities through KCC, it means that KCC has identified instructors at your high school with advanced degrees and granted them affiliate adjunct faculty status. High school instructors approved through KCC for entry into KCC's "Dual Credit" or "Sponsored Dual Credit" programs teach the same curriculum at your high school that is offered on campus, at no cost to students residing in Oregon, and at a discounted rate for students outside Oregon.

The purpose of this guidebook is to provide answers to questions you may have about the program, procedures you are required to follow, and information about the resources, rights, and responsibilities you have as part of this state-accredited dual credit program. This handbook and additional information can be found on the KCC High School Program website at [Accelerated Learning through KCC Website](#) under Instructor Resources.

As the liaison between the high school and KCC faculty, my responsibilities include visiting high schools, meeting with administration and instructors to discuss the dual credit process, facilitating communications on the status of dual credit applications, orienting new instructors to the program, providing process updates, due dates, drop dates, withdrawal dates, and grade entry due dates. I also support KCC faculty leads in coordinating and tracking oversight state requirements. For state requirements from the Higher Education Coordinating Commission (HECC), refer to HECC College Credit in High School

Should you have questions that are not answered in this guidebook, please feel free to contact me by email or directly by phone at 541-880-2337.

*Sincerely,*

*Kelly A. Kandra*

Director of Accelerated Learning

Klamath Community College

541-880-2337

Fax: 541-880-2395

[kccdualcredit@klamathcc.edu](mailto:kccdualcredit@klamathcc.edu) <https://www.klamathcc.edu/en-US/admissions/high-school/index.html>

## About Klamath Community College

### Student Demographics

**Adult Learning, Community Education and Undergrad Studies: 6,611**

#### **\*College Credit Students**

**Approximately 3,393 students**

- Women: 60%
- Men: 40%
- Ethnic Minorities: 33%
- Age 19 and Under: 2,219
- Age 20-99: 1,774
- Student to Faculty Ratio: 18 to 1
- Average Class Size: 17

**Approximately 1,768 Dual Credit students**

- Women: 63%
- Men: 37%
- Ethnic Minorities: 33%

### **KCC Mission**

Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education.

### **Core Themes**

1. Provide accessible education and services
2. Provide quality education and services
3. Meet the diverse needs of the student, business, and community
4. Support student success in workforce training, academic transfer, foundational skills, and community education

### **Strategic Initiatives**

1. Student Success
2. Future Focused Education and Services
3. Organizational Viability
4. Community Engagement
5. Advanced Planning

### **Accreditation**

Klamath Community College is accredited by the Northwest Commission on Colleges and Universities.

### **Campus Community**

With a campus of approximately 3,309 students and a culture of engaged faculty, the KCC community emphasizes diversity and inclusion, focusing on preparing students to live and lead in a multicultural, global community.

### **Educational Options**

KCC students currently have 88 educational options they may pursue. Whether you are interested in an AA Degree, One Year Certificate, a Career Pathway Certificate, or one of our Transfer degrees, KCC has many options to consider. Refer to the link below for Degree and Certificate Programs:



## **Equity and Access to Higher Education/Dual Credit**

Klamath Community College (KCC) is committed to ensuring equitable access to dual credit programs. These opportunities are provided at no cost to students in Oregon. For high schools in California, students on the Free or Reduced Lunch Program also receive free access, while others pay a flat rate of \$25.00 per credit.

## **Definition of “Dual Credit” and “Sponsored Dual Credit”**

**Dual Credit:** Secondary and postsecondary credit awarded for high school courses that align with college or university standards, taught by approved high school teachers.

This includes Career and Technical Education courses. For more details, refer to [ORS 340.310](#).

**Sponsored Dual Credit:** Similar to Dual Credit, but taught in partnership with a college or university faculty member. This also includes Career and Technical Education courses.

## **What are the “Dual Credit” and “Sponsored Dual Credit Standards”?**

The Higher Education Coordinating Commission (HECC) established dual credit standards in June, 2016 to ensure consistency and quality. These standards promote regular interactions between high school and college faculty, standardized processes, and public understanding of the program's value in accelerating academic goals.

For more information, refer to the Higher Education Coordinating Commission (HECC) [HECC website](#) and [Oregon Administrative Rule \(OAR\) 715-017-0005](#).

## Dual Credit Frequently Asked Questions

### What are the instructor qualifications for “Dual Credit” and “Sponsored Dual Credit”?

Instructors applying to participate in KCC’s Dual Credit or Sponsored Dual Credit Program use the same approval form, but the criteria differ. The approval process involves reviewing the Instructor’s Approval Criteria and ensuring they meet the mandatory Sponsored Dual Credit Instructor Requirements. Upon review and approval, instructors are qualified under either the Dual Credit Program or Sponsored Dual Credit Program.

#### Dual Credit Program Instructor Approval Criteria:

Dual Credit Instructors must:

- Hold a Master’s degree in the subject area OR
- Hold a bachelor’s degree in the subject area (or a related area with at least 20 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time non-teaching experience in the subject area OR
- Hold a master’s degree in Education or MAT degree and have completed at least 20 quarter hours of graduate credit in the subject area.

#### Sponsored Dual Credit Instructor Approval Criteria:

A Sponsored Dual Credit Instructor must:

- Hold a Master’s degree or MAT in the appropriate subject area and have at least three years of teaching experience in the subject area OR
- Hold a bachelor’s degree in the appropriate subject area and have at least three years of teaching experience in the subject area OR
- Have a high level of demonstrable competency gained through a combination of study, teaching experience, and/or professional performance in the subject area and/or have the qualifications set by the licensing or accrediting organization for the subject area.

For more information, refer to the Higher Education Coordinating Commission (HECC) [HECC website](#) and [Oregon Administrative Rule \(OAR\) 715-017-0005](#).

#### Career Technical Instructor Approval Criteria

Career Technical Instructors must meet one of the following criteria:

- **Master’s Degree:** Hold a master’s degree in the subject area (or a related area with at least 20 quarter hours of upper division credit in the subject area) and have a minimum of three years of recent full-time non-teaching experience in the subject area.
- **Bachelor’s Degree:** Hold a bachelor’s degree in the subject area (or a related area with at least 20 quarter hours of upper division credit in the subject area) and have a minimum of four years of recent full-time non-teaching experience in the subject area.

- **Certification:** Hold a bachelor’s degree in the subject area (or have a state or nationally recognized license or certification, such as a CTE endorsement, in the subject area) and have a minimum of four years of recent full-time non-teaching experience in the subject area.
- **Associate’s Degree:** Hold an associate’s degree in the subject area (or have a nationally recognized license or certification, such as a CTE endorsement, in the subject area) and have a minimum of five years of recent full-time non-teaching experience in the subject area.
- **Competency:** Have a high level of demonstrable competency gained through a combination of study, teaching experiences, and/or professional performance in the subject area, and/or have the qualifications set by the licensing or accrediting organization for the subject area, with a minimum of five years of recent full-time non-teaching experience.

For more information, refer to the Higher Education Coordinating Commission (HECC) [HECC website](#) and [Oregon Administrative Rule \(OAR\) 715-017-0005](#).

## Dual Credit Process Overview

### What is the process for applying to teach dual credit courses?

1. **Contact:** Reach out to the Director of Accelerated Learning, Kelly Kandra, at 541-880-2337 or via email at [kandra@klamathcc.edu](mailto:kandra@klamathcc.edu). You will receive a Dual Credit Inquiry letter and application.
2. **Submit Application:** Complete the dual credit application and submit it along with your resume, transcripts, and any additional relevant information to the Director of Accelerated Learning for processing.
3. **Review:** Your application will be reviewed by the Director of Accelerated Learning, the Faculty Lead, and the Vice President of Academic Affairs. If further clarification is needed, you will be contacted.
4. **Notification:** You will receive an email with the results of your application review and the next steps.
5. **Approval:** Information will be provided on whether you are approved under the Dual Credit Program or the Sponsored Dual Credit Program. Each program has specific requirements.

### Dual Credit Program Requirements:

- Class Building Form
- Align course syllabi
- Provide a Course Outline
- Complete Course Learning Outcome form (specific to each course)
- Complete a Dual Credit Instructor Annual Course Assessment
- Attendance mandatory Professional Learning Community (PLC) Workshop

## Sponsored Dual Credit Program Requirements:

- Class Building Form
- Align course syllabi
- Provide a Course Outline
- Complete Course Learning Outcome form (specific to each course)
- Coordinate with faculty lead to complete a Student Learning Outcome Assessment Plan (completed in the Fall via Zoom)
- Attendance mandatory Professional Learning Community (PLC) Workshop
- Coordinate with faculty lead to review the Student Learning Outcome Assessment Results (completed in the Spring via Zoom)

For more information, refer to the Higher Education Coordinating Commission (HECC) [HECC website](#) and [Oregon Administrative Rule \(OAR\) 715-017-0005](#).

## Dual Credit and Sponsored Dual Credit Program Articulation Agreements

These agreements enable high school students to earn transcribed college credit from Klamath Community College (KCC) by completing high school courses that are equivalent to corresponding KCC courses. The agreements specify the eligible courses and the high school instructors authorized to teach them.

## Dual Credit Program and Sponsored Dual Credit Due Dates

The due dates for the Dual Credit and Sponsored Dual Credit programs specify when high school instructors must submit student registration, drop/withdrawal forms, and enter grades into MyKCC. These dates are provided by the Director of Accelerated Learning, Kelly Kandra. For more details, refer to the [KCC Dual Credit Info Due Dates](#).

## Renewal of Existing Articulations

Articulations are reviewed annually. Dual credit high school instructors must submit an updated course syllabus before the fall term begins for all courses to be taught for dual credit in the upcoming year. The syllabus will be reviewed by the appropriate KCC departmental faculty lead for alignment. If changes are necessary, the Director of Accelerated Learning or the faculty lead will contact the instructor. Once approved, an articulation agreement is signed by the high school instructor, departmental faculty lead, and the Vice President of Academic Affairs.

## Supported Dual Credit Courses Available for Articulation

KCC offers a variety of courses available for dual credit articulation. For a full list of courses, refer to page 23

## Roles and Responsibilities of High School Instructors

- Provide all necessary information and forms to students for the Dual Credit or Sponsored Dual Credit program as supplied by the Director of Accelerated Learning.

- Assist students with the application and registration process according to the due dates outlined in the program.
- Submit grades according to KCC's due dates. Additional information is provided under "Grading Procedure."
- Meet annually with KCC academic department personnel and fulfill any additional requirements for offering dual credit to students.
- Provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
- Adhere to the KCC Syllabus Template.

## **Family Educational Rights and Privacy Act (FERPA)**

As a Dual Credit Instructor in KCC's "Dual Credit" or "Sponsored Dual Credit" program, you are required to uphold FERPA law.

FERPA is a federal law that governs the privacy of and access to personally identifiable student records. Under this law, KCC cannot release the following information to anyone other than the student:

- Financial records (accounts, financial aid, and related information)
- Grades and GPA
- Class schedules, times, and locations
- Personally identifying information, such as KCC student number, Social Security Number, and date of birth

Students may release information by filling out a consent form and submitting it to Enrollment Services. If approved by the student, parents may call or visit campus to ask about certain types of protected information. A high school instructor may discuss grades with the student and their parents.

Refer to the link below for access to the FERPA Consent Form. [Student FERPA form](#)

## **Long-Term Leave Requirements**

If a KCC-approved dual credit or sponsored dual credit instructor takes a long-term medical leave, all long-term substitute high school instructors must be approved by the KCC Dual Credit administration. Notification of a long-term leave must be given at the earliest possible date to allow timely approval. Contact the Director of Accelerated Learning for assistance.

## **Dual Credit and Sponsored Dual Credit Instructor Requirements**

To maintain state accreditation requirements for the Dual Credit Programs, the Director of Accelerated Learning and faculty leads must provide opportunities for collegial interaction and make every effort to work with dual credit instructors.

## Your Path to Teaching Dual Credit: Orientation & Support

Welcome to the Klamath Community College (KCC) Dual Credit Program! As a Dual Credit Instructor, you play a vital role in bridging high school and college learning. To ensure a smooth and successful start, the following orientation and training steps are required:

### 1. Communication with the Director of Accelerated Learning

- **Purpose:** To review the overall structure and expectations of the Dual Credit Program.
- **Topics Covered:**
  - Required paperwork and documentation
  - Instructor responsibilities and expectations.
  - Overview of the academic year and key milestones
  - Communication protocols and support resources
- **Timing:** This communication typically takes place shortly after you are approved to teach Dual Credit courses and with sufficient lead time before the academic year begins. It may be conducted in person, via phone, or virtually.

### 2. Ongoing Communication with Faculty Lead

- **Purpose:** To maintain alignment with KCC's academic standards and ensure instructional quality.
- **Topics Covered:**
  - Curriculum alignment and instructional support
  - Assessment practices and feedback
  - Professional development opportunities
- **Frequency:** Regular engagement and scheduled check-ins will occur throughout the academic year in alignment with the Dual Credit program requirements.

### 3. Technology Setup with KCC Information Services (IS) Department

- **Purpose:** To ensure you have access to all necessary KCC systems and tools.
- **Setup Includes:**
  - KCC network credentials and email access
  - Access to the Learning Management System (LMS)
- **Support:** IS staff will contact instructor to set up a meeting (via email or zoom) providing assistance with Single Sign-on Process and also be available to troubleshooting as needed.

### 4. Registrar Orientation: Grading

- **Purpose:** To gain a comprehensive understanding of the grading process, including how to access class rosters and submit grades.
- **Topics Covered:** Grade submission deadlines and procedures
- **Materials Provided:** A video tutorial and handout, including Registrar contact information, are provided for reference.

## Maintaining Alignment & Articulation

### Non-compliance

Klamath Community College and partnering school districts share the objective of providing consistent, exceptional learning experiences and support for students transitioning from high school to college or university. These partnerships require collaboration, communication, cooperation, and good faith effort to maintain healthy relationships and avoid non-compliance concerns.

While keeping up with changes in Dual Credit and Sponsored Dual Credit program state requirements, occasional changes to course content, outcomes, and expectations will occur. The purpose is to ensure academic rigor, quality of instruction, and alignment of course content with KCC's requirements. Our goal is to support high school partners in meeting these requirements to ensure their course is sufficiently similar to the same course offered on the college campus.

Unfortunately, situations and concerns may develop which could result in the suspension of a course articulation agreement. KCC is committed to working with all parties to resolve and address any concerns that may develop.

### Resolution Steps for Non-compliance:

1. The Klamath Community College Dean and Faculty Lead will submit a corrective action advisement email to the Director of Accelerated Learning, the high school instructor, and the administrator.
2. A plan of action to address the concerns within a reasonable time frame (one semester or less) will be implemented for the high school instructor or district to make the necessary corrections. The Director of Accelerated Learning will follow up to confirm that the issues have been resolved.
3. Failure to comply with the communicated plan of corrective action within the time frame will result in suspension of the high school instructor's course articulation until concerns are resolved. Notification of suspension will be communicated by the Director of Accelerated Learning.

Klamath Community College non-compliance issues are handled in strict accordance with the current Klamath Community College collective bargaining agreement and individual department policy. If it is brought to the attention of the Director of Accelerated Learning that there is a problem with a KCC Faculty Lead, the Director of Accelerated Learning will contact the college Dean.

If the issue is not resolved, the Dean may remove a Faculty Lead and assign a new faculty member. All efforts to correct an issue should be made before removal of a faculty lead. For more information, refer to the FERPA regulations and Oregon Administrative Rule (OAR) 715-017-0005.

### Instructor ID

The KCC database issues each dual credit instructor an Instructor ID number. This number identifies you as a KCC instructor and is necessary for logging into MyKCC to view class rosters and enter grades. As an instructor, you will have access to resources and support from the Learning Resource Center (LRC). The Director of Accelerated Learning will provide step-by-step instructions.

For more information, refer to [AP4230 Grading and Academic Record Symbols](#).

## Prerequisites and Corequisites Policy

If you are considering requesting a waiver of a prerequisite, see the policy listed below. Contact the Director of Accelerated Learning for the form to request. For more information, refer to [AP 4260 Prerequisite and Corequisite](#).

## Dual Credit and Sponsored Dual Credit Instructor Resources and Supports

The Klamath Community College Learning Resource Center (LRC) understands the importance of resources and support. The LRC offers access to many free educational tools for students and instructors, including research materials from the online library, placement testing, 24/7 tutoring services, and in-person tutoring.

The links below provide direct assistance for your educational needs. If you are unable to locate the information you require, reach out to the LRC Staff. Contact information is located on the LRC Homepage.

- **Center for Teaching and Learning (CTL):**[CTL](#)
- **Database landing page:** [Database](#)
- **Learning Resource Center Homepage:** [LRC](#)
- **Library Guides landing page:** [LibraryGuides](#)
- **Library landing page:** [Library](#)
- **Testing Center landing page:** [TestingCenter](#)
- **Tutoring Center landing page:** [TutoringCenter](#)

## Dual Credit and Sponsored Dual Credit Program Evaluations

Klamath Community College's (KCC) Dual Credit Program conducts an end-of-year anonymous instructor course evaluation. Instructors may choose to share their personal information if they wish. These evaluations cover the dual credit approval process, partnership with KCC faculty, student registration, accessibility to resources, and overall views of KCC's dual credit and sponsored dual credit programs. KCC values these evaluations and appreciates the time instructors take to provide this valuable feedback.

## KCC Director of Accelerated Learning Responsibilities

The Director of Accelerated Learning is responsible for:

- Providing high school instructors with materials necessary for registering and reporting grades.
- Creating, maintaining, and making available copies of the articulation agreements.
- Providing a timeline to high school instructors with due dates for registering a course, dropping a course, withdrawing from a course, and submitting final grades.
- Facilitating an annual meeting between high school teachers and departmental faculty. Visits at a distance can be requested.

## **KCC Faculty Leads Responsibilities**

KCC Faculty Leads are responsible for:

- Providing curriculum and assessment guidance through a formal agreement with high school partners.
- Facilitating additional meetings and/or organizing, facilitating, and/or participating in a subject area organized Professional Learning Community.
- For KCC faculty sponsoring a high school instructor, additional meetings may be necessary to further align courses.

## **Student Frequently Asked Questions**

### **What are the advantages for a student being enrolled in dual credit?**

Dual credit allows students to earn college credit while attending high school. Students can accumulate a significant number of college credits for free, and in some cases, earn a college certificate or degree by the time they finish high school. College credits earned in high school are transferable to colleges and universities.

Additionally, dual credit helps by:

- Expanding academic options for high school students.
- Saving students time and money.
- Allowing students to earn college credit while in high school at no cost to students in Oregon and \$25.00 per credit for students residing outside Oregon unless on a Free or Reduced Lunch program.
- Being offered at your high school for convenience.
- Enabling students to earn certificates and degrees earlier.
- Helping students identify educational goals and interests earlier

### **What are the positive outcomes of students enrolling in dual credit classes?**

Studies show that dual credit increases the likelihood that a student will complete high school and enroll in and persist in college. Dual credit students who go on to college continue to a second year at a higher rate than freshmen who enter college without having earned dual credit. Among freshmen who continue to the second year of college, dual credit participants earn a higher first-year GPA. Tuition and fee costs are also decreased by accelerating time to a degree.

### **What are the eligibility requirements for students?**

Students must be high school students and at least 16 years of age. If under the age of 16, students should see their guidance counselor for the approval process.

### **What are the costs related to dual credit at Klamath Community College?**

There are no costs for high school students participating in the dual credit program at Klamath Community College if they reside in Oregon. The cost is \$25 per credit for students who reside out of state unless they are on the Free or Reduced Lunch program.

### **Are dual credit courses transferable?**

Yes, dual credit courses are transferable. For more information, refer to the Higher Education Coordinating Commission (HECC) website. Listed on the right are educational institutions that you may click on to view courses that are transferable from your institution.

## **Does KCC allow retroactive enrollment?**

KCC does not allow retroactive enrollment. One of the most important aspects of participating in a college course is to instill in students who are academically prepared for college-level work the responsibilities that accompany that preparedness. Once a choice is made by the student to enroll in a college course, it is important to respect the requirements of the instructors and the college they attend.

## **Student Information**

### **General Information**

The [Accelerated Learning through KCC website](#) provides useful information such as KCC's current catalog, which covers a wide variety of topics from Degrees and Certificates available and a complete list of courses offered, how to log onto MYKCC website, access to KCC's Career Services Center, and key information regarding transferability of courses.

### **Admission and Registration Process**

Students enrolled in the "Dual Credit" or "Sponsored Dual Credit" programs are fully admitted to KCC. Students must meet the prerequisite skills for specific classes and complete the registration form to take a college course for credit.

If a student requires placement testing, it is available at no cost to high school students in the KCC Testing Center. For information or scheduling an appointment, call the Testing Center directly at 541-880-2334. The Director of Accelerated Learning at KCC will provide the high school instructor with the necessary registration form for their students. The high school instructor will submit the completed forms to the Director of Accelerated Learning for processing once signed by the student and parent if under 18 years of age.

### **Advising and Credits with a Purpose**

Advising involves planning educational goals and selecting courses. Contact the Director of Accelerated Learning, Kelly Kandra, to refer you to an advisor. If you are under 18 years of age, please bring a parent/guardian with you to meet with an advisor.

Enrolling in college-level courses while in high school is valuable. However, academic counseling should be prioritized when choosing college courses and working towards academic goals.

Collaborating with your high school advisor and higher education institution is key to ensuring that your college credits transfer and are taken with intention.

Refer to the Higher Education Coordinating Commission (HECC) website for Academic Transfer Tools. Listed on the right are educational institutions that you may click on to view courses that are transferable from your institution.

- Higher Education Coordinating Commission: Tools for Transfer – The Oregon Transfer Compass
- Oregon Transfer Module (OTM)
- Oregon Transfer Compass

[HECC Oregon Transfer Tools](#)

High school students are not allowed to apply for financial aid while taking dual credit courses, but it is important to know that when eligible to apply for financial aid, all college credits earned count against the 150% credit maximum for financial aid.

## **Appeals and Petitions**

There are processes for appeals and petitions should you have disputes about your class. Whether your concern is heard through the high school or KCC depends on the nature of the matter. Contact the Director of Accelerated Learning for advice.

## **Attendance**

In both high school and college courses, attending and participating is vital to your success. Be sure to complete homework, prepare for class, attend, and participate. Talk with your instructor about any problems or challenges you have.

## **Cost**

There are no costs to you or your parent/guardian if you reside in the state of Oregon. Dual Credit Program courses are \$25.00 per credit if the student resides outside the state of Oregon. The cost for dual credit is waived for an out-of-state student if the student participates in the free or reduced lunch program at their high school.

## **Drop/Withdrawal**

As a student, you are responsible for dropping or withdrawing from Dual Credit Program courses by the program due dates on the course syllabus provided by the instructor during the first week of class.

## **Enrollment Services**

Students enrolled in dual credit at KCC have access to nearly all of the services available to other students, including career services, campus computers, library, student organizations and activities, tutoring, and student ID card discounts and services.

## **FERPA Compliance**

FERPA is a federal law that governs privacy of and access to personally identifiable student records. Under this law, KCC cannot release the following information to anyone other than the student:

- Financial records (accounts, financial aid, and related information)
- Grades and GPA
- Class schedules, times, and locations
- Personal identifying information, such as KCC student number, Social Security Number, and date of birth.

Students may release information by filling out a consent form and submitting it to Enrollment Services. If approved by the student, parents may call or visit campus to ask about certain types of protected information. A high school instructor may discuss grades with the student and their parents. Refer to the link below for access to the [FERPA Consent Form](#).

## Financial Aid Eligibility

High School students are not allowed to apply for financial aid while taking dual credit courses. However, it is important to know that when you are eligible to apply for financial aid, all college credits you earn count against your 150% credit maximum for financial aid.

Thought student are not eligible for financial aid while in the Dual Credit Program, it is important to remember to file for financial aid in October of the year prior to your high school graduation.

For example, if you graduate from high school in June 2026, you should apply for financial aid as early as October 2025 (or as soon after as possible) when planning to start college as a regular student for the 2026-2027 academic year. Financial aid representatives and advisors can assist with questions about when and how to apply.

For more information, visit the FAFSA® Application | Federal Student Aid. [Federal Student Aid website](#)  
[FAFSA Information](#)

## Grading Procedure

Grading of dual credit courses is completed online by the high school dual credit or sponsored dual credit instructor through MyKCC. The process and instructions are provided by the Director of Accelerated Learning.

The grading scale for every dual credit course will be listed on the class syllabus. Dual credit college courses are graded on a letter scale: A, B, C, D, F, I or W (withdrawal). Grades entered for a dual credit student must match the grade provided at the high school. Instructors are not permitted to enter a D (Drop) or a W (Withdrawal), only grades.

Students are allowed to drop a course by the drop date established by KCC. These due dates are specified under "Dual Credit and Sponsored Dual Credit Program Due Dates." Students must complete a Drop/Withdraw form provided by the high school instructor. A withdrawal will result in a "W" on the student's transcript but does not affect their KCC GPA.

**Incomplete (I):** If a student has completed a majority of the assigned coursework at a satisfactory level but an essential course requirement has not been completed (for reasons acceptable to the instructor), a grade of incomplete (I) may be given assigned additional time granted for completion. Students must complete the coursework by the end of the following term, otherwise, the grade is automatically changed to an "F" or the assigned grade as noted on the incomplete form. Faculty are not required to grant an "I" grade. For further information regarding the process, please contact the Director of Accelerated Learning.

One exception is if a student is assigned an "I" grade in spring term, they must complete by end of fall term. It is recommended to not offer an "I" grade in spring term to high school students.

**Work in Progress (WIP):** Used to indicate a grade that has not been posted by an instructor

**Withdraw (W):** Assigned when a student officially withdraws from a class during the withdrawal period. Instructors do not enter a W grade; only Student Services or the Registrar's office can do so.

For more information, refer to [AP4230 Grading and Academic Record Symbols](#).

## Grading System (KCC)

### Evaluative Grades

Grade	Definition	Points Per Credit
A	Superior performance	4 points
B	Quality performance	3 points
C	Competent performance	2 points
D	Deficient performance	1 point
F	Failure to meet minimum requirements	0 points
P	Pass - acceptable performance	No grade points
NP	No Pass - Not acceptable performance	No grade points

Letter grades A-F are assigned points that calculate into the student's Grade point average (GPA). Student's GPA is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted.

A "P" grade indicates the student has earned a "C" or better and credits are given. Pass/No Pass (P/NP) grades are not factored into the student's GPA.

## Non-Evaluative grades

AU	Audit
I	Incomplete
NG	No Grade
WIP	Work In Progress
W	Withdrawal

### Grade Point Average (GPA)

A student's GPA is calculated by dividing the total amount of grade points earned by the total amount of credit

hours attempted. Non-Evaluative grades are rarely used for high school students.

### Grading and Transcripts

The grading scale for DCP courses will be listed in the class syllabus provided by the instructor in the first week of the course. The KCC grading system includes grades A, B, C, D, F, I or W (withdrawal).

If you drop a course before the drop date, it will not be posted on your transcript. If you miss the deadline, you may still withdraw by the withdrawal due dates and receive a W grade, which does not affect your GPA. Grades will be available and posted on your transcript at the end of each term. KCC does not mail grades or report cards. To review your unofficial transcript or order an official transcript refer to your MyKCC account.

### Student ID

The KCC database issues each student a Student ID number, which identifies them as a KCC student. This number can be used to look up records and review or order official transcripts. Attending KCC entitles students to a free photo student ID card, available at Student Services in Founders Hall on KCC's campus. The student ID card is used for registration, library access, and various discounts on food, transportation, and services around the community.

For more information, please refer to the following link: [KCC Student Discounts](#)

Dual Credit students may obtain their student identification number either from their high school instructor or by contacting Kelly Kandra, Director of Accelerated Learning, via email at [kandra@klamathcc.edu](mailto:kandra@klamathcc.edu).

### What is MyKCC?

**MyKCC** is the official online portal for the Klamath Community College (KCC).

It serves as a centralized hub that connects students to essential information and resources.

Through **MyKCC**, users can:

- Access course schedules and registration

- View grades and transcripts

You can visit the portal directly at [mykcc.klamathcc.edu](http://mykcc.klamathcc.edu)

### **MyKCC Guide for Students**

For assistance with MyKCC, please refer to the following link: [MyKCCGuide](#) If you require help logging in, please contact the HELP Desk 541-880-2226

### **What is an Unofficial Transcript?**

An unofficial transcript is a record of a student's classes and grades that can be viewed or printed by the student themselves. It contains the same information as an official transcript, like the courses taken and grades earned, but it is not signed or sealed by the school. Because it is not certified, it is usually only used for personal reference or informal situations. Unlike an official transcript, it cannot be used for official purposes like applying to college or jobs.

Unofficial transcripts are temporarily unavailable through the MyKCC student portal. To request a copy of your unofficial transcript, please contact Klamath Community College's front desk at [kcc@klamathcc.edu](mailto:kcc@klamathcc.edu) or call **541.880.2204**

### **What is an Official Transcript?**

Official transcripts are documents that are produced by the registrar's office. Whether issued as secure .pdf documents or printed on tamper proof security paper, official transcripts are important to third parties so that they can be assured of authenticity (originating directly from the College/University) and content accuracy. Official transcripts are issued in Landscape/Portrait format and contain the seal of the college/university and the signature of the College/University Registrar.

### **How to Order official KCC transcripts online at the National Student Clearinghouse.**

Klamath Community College has authorized the National Student Clearinghouse to provide electronic transcript ordering through its official website. You can order your official transcript 24/7 using any major credit card. For each recipient that is requested, there is a processing fee. Charges to your card are only incurred once your order is complete.

[Click here to place your order for official transcripts log in to the National Student Clearinghouse.](#)

### **How to send Official Transcripts to KCC from other Institutions?**

Official transcripts must be sent directly from the sending institution's Registrar's office or authorized Transcript Service Company. KCC **will not accept** forwarded transcripts from the **student**.

Transcripts **must be** sent directly by the issuing institution to KCC. The options for sending transcripts depend on the issuing institutions. KCC accepts transcripts electronically from the following transcripts servicing companies:

Please ensure that the transcripts are sent to Registrar@klamathcc.edu:

- [Parchment](#)
- [National Student Clearinghouse](#)
- [e-Scrip Safe](#)

**Official Transcripts can likewise be mailed to:**

KCC, Registrar's Office  
7390 South 6th Street,  
Klamath Falls, OR 97603

**Note: Electronic PDF Transcript** – The electronic transcript is only official when it is sent directly to KCC by the issuing institution. **Forwarding a PDF transcript makes it unofficial.**

### **Mandatory Reporting**

To promote campus safety, KCC has adopted a mandatory reporting policy for child abuse, requiring all College employees to report known or suspected cases of child abuse. For more information, refer to the [Safe Campus](#) page. Satisfactory Academic Progress (SAP)

### **Satisfactory Academic Progress**

KCC, in compliance with Federal Regulation 668.34, requires students to maintain SAP to continue eligibility for enrollment and federal financial aid (grants and loans). SAP requires maintaining a term GPA of 2.00 and a 66.67% or higher completion rate. The completion rate is based on the number of credits a student is enrolled in as of the published add/drop deadline. Students may appeal for a late drop during the first three weeks of the term. A grade of W, I, or F does not count as successful completion of a class. KCC applies SAP standards at the end of each term after final grades are posted. For more details, refer to the [Standards of Satisfactory Academic Progress](#).

- **Term GPA:** Students must maintain a minimum term GPA of 2.00
- **Completion Rate:** Students must achieve a completion rate of 66.67% or higher. This rate is based on the number of credits a student is enrolled in as of the published add/drop deadline.

### **Additional SAP Details**

- **Appeals:** Students may appeal for a late drop during the first three weeks of the term they are seeking to drop. Appeals for late drops outside of the indicated term are not permitted.
- **Grades:** Grades of W (Withdrawal), I (Incomplete), or F (Fail) do not count as successful completion of a class.
- **Evaluation:** KCC will apply SAP standards at the end of each term after final grades are posted. For more information on completion requirements, please refer to the following link: KCC Standards of Satisfactory Academic Progress. [Additional SAP Details](#)

### **Student Code of Conduct**

Students are expected to maintain reasonable standards of behavior while pursuing their educational goals. Enrollment at KCC carries obligations and responsibilities that respect the College's mission and functions.

For full details, refer to the [Student Code of Conduct](#).

## Student Course Evaluations

At the end of each academic year, students in KCC's dual credit or sponsored dual credit programs will receive a student course evaluation by email. These evaluations address course delivery and content and are not evaluation of the instructor.

## Student Resources and Support

The Klamath Community College Learning Resource Center (LRC) recognizes the importance of providing comprehensive resources and support. The LRC offers access to numerous free educational tools for both students and instructors. Whether you need research materials from our online library, placement testing, 24/7 tutoring services, or in-person tutoring, the LRC is your one-stop resource for all these services. If you are unable to locate the information you need, please reach out to the LRC staff.

Contact information is available on the LRC Homepage.

- **Learning Resource Center Homepage:** [LRC](#)
- **Library Landing Page:** [KCC Library](#)
- **Library Guides Landing Page:** [Library Guides](#)
- **Tutoring Center Landing Page:** [Tutoring Center](#)
- **Testing Center Landing Page:** [KCC Testing Center](#)

## Accessibility Services and Resources

High schools and colleges operate under different guidelines for students with disabilities. If accommodations are needed, students should notify their high school instructor and high school counselor, who will work with KCC's Disability Accommodations Services to determine reasonable accommodations. Reasonable accommodations in teaching methods and/or assessment delivery aligned with college policy that do not alter the essential content of a course or program may be available to students with a documented disability. All student must meet the student learning outcomes and the rigor of assessments for the course in order to be eligible for college credit.

## Students Rights and Responsibilities

For detailed information, refer to the [KCC Student Handbook](#).

## Student Underage Admissions Procedure

For information on the underage admissions procedure, refer to the [Underage Packet](#). If you need assistance with the process, contact the Director of Accelerated Learning.

**Title IX** For information on Title IX and student conduct, refer to the [Title IX](#) page.

# Klamath Community College

## Dual Credit Supported Courses Available for Articulation

### Accounting

#### **BUS 104 – Practical Accounting**

**Credits: 2**

**Description:** Introduces students to the basic functions of bookkeeping and accounting, including journalizing transactions, posting to the general ledger, analyzing and adjusting the ledger, and preparing simple financial statements for a service business. No previous accounting is required.

#### **BUS 105 – Introduction to Personal Finance**

**Credits: 2**

**Description:** Covers elements of personal financial planning, including creating a personal vision and plan, evaluating financial products such as investing, debt, risk management, and budgeting.

### Automotive Courses

#### **AMT 101 – Workplace Skills Training**

**Credits: 4**

**Description:** Responds to automotive industry needs for basic skills indicative of certified automotive technicians. Focuses on developing life skills necessary for employment in the automotive industry, including seeking and applying for employment, preparing resumes, filling out applications, interviewing techniques, personal appearance, communication skills, punctuality, regular attendance, following directions, general shop practices, productivity, hourly and flat rate compensation, time clock management, problem solving, employee loyalty and responsibility, professionalism, and customer service skills. Provides theory and hands-on experience on live vehicles as the foundation for advanced automotive courses.

#### **AMT 110 – Automotive Electrical/Electronic Systems**

**Credits: 8**

**Description:** Provides instruction in basic electricity and electronic systems, covering electrical principles, basic circuit configuration, Ohm's law, electrical components, wiring and wiring repairs, common tools and testing equipment, basic testing and problem isolation. Students work with multimeters and other electrical test equipment to develop troubleshooting techniques required for diagnosing automotive starting and charging systems, advanced electronic systems, automotive processing units, multiplexing, electrical accessories, and body/chassis electronic control systems.

**Corequisite:** Verifiable registration/attempted testing of ASE area A6: Electrical/Electronic Systems.

#### **AMT 291 – Safety and Lubrication**

**Credits: 2**

**Description:** Focuses on career readiness education through practice of live work-based skills, introducing students to the correct use of personal safety equipment and procedures.

## Art

### **ART 102 – Intro to Art History: Visual Arts**

**Credits: 3**

**Description:** Introduces Western visual art from antiquity to 1945, providing a perspective of history through its visual footprint and understanding the changing purpose of art and the role of artists in relation to their social and cultural contexts.

**Prerequisite:** WRI 095 **or** WRI 121 **or placement** into WRI 121.

### **ART 115 – Basic Design: 2D Black & White**

**Credits: 3**

**Description:** Studio course introducing 2D black-and-white foundations centered on creative problem solving. Establishes critical skills and personal artistic vision, exploring black-and-white design concepts with reference to historical and contemporary perspectives.

### **ART 116 – Basic Design: 2D Color**

**Credits: 3**

**Description:** Studio course introducing 2D color foundations centered on creative problem solving. Establishes critical skills and personal artistic vision, exploring color design concepts with reference to historical and contemporary perspectives.

### **ART 117 – Basic Design: 3D Foundations**

**Credits: 3**

**Description:** Studio course introducing foundations of 3D design and spatial organization. Emphasizes innovative problem solving with varied media, establishing critical skills and artistic vision, exploring 3D concepts with reference to historical and contemporary perspectives.

**Recommended:** *Co-Enrollment or completion* of WRI 095.

### **ART 131 – Intro to Drawing**

**Credits: 3**

**Description:** Studio experience exploring basic drawing techniques, materials, and concepts while addressing historical and contemporary issues. Presents a conceptual framework for critical analysis along with basic art theory. College-level reading comprehension is recommended. Students are expected to purchase materials for this course based on a list provided by the instructor. Material costs will be approximately \$100.

**Note:** May not be taken concurrently with ART 231.

## Aviation

### **AVS 100 – Intro to Aviation**

**Credits: 4**

**Description:** Examines aviation from early flight to future potentials, introducing career opportunities in all fields of aviation and outlining career advancement possibilities. Provides a general overview of pilot certificates, ratings, and training aircraft used.

## **AVS 105 – Aviation Fundamentals**

**Credits: 4**

**Description:** Covers the basic fundamentals of aircraft aerodynamics, aircraft performance, and aviation meteorology with emphasis on Air Traffic Control (ATC), pilot communication, and the National Airspace System (NAS).

## **AVS 150 – Meteorology I**

**Credits: 4**

**Description:** Survey course in atmospheric science covering weather basics and atmospheric circulations. Includes systematic development of the atmosphere, energy and temperature, wind, atmospheric moisture, horizontal and vertical pressure patterns, clouds, atmospheric circulation, stability, air masses, fronts, fog, icing, thunderstorms, jet streams, and turbulence. Students study surface weather observations, routine weather reports and forecasts, surface maps, and constant pressure maps.

## **AVS 155 – Applied Aerodynamics**

**Credits: 4**

**Description:** Introduces aerodynamics, exploring various concepts and theories relevant to modern aviation.

**Prerequisite:** AVS 105 or instructor approval.

## **Biology**

### **BIO 101 – Biology I**

**Credits: 3**

**Description:** A laboratory science course designed for non-biology majors. The first term of a three-term sequence. Includes introduction to science, biochemistry, metabolism, the cell, molecular biology, and reproduction.

**Recommended:** Completion of CAS 133.

**Prerequisites:** MTH 070 **or** MTH 095 **or** MTH 111 **or** placement into MTH 095 **or** MTH 111 **and** WRI 095 **or** WRI 121 **or** placement into WRI 121.

**Corequisite:** BIO 101L.

### **BIO 101L – Biology I Lab**

**Credits: 1**

**Description:** Laboratory activities relating to BIO 101.

**Corequisite:** BIO 101.

### **BIO 102 – Biology II**

**Credits: 3**

**Description:** A laboratory science course designed for non-biology majors. Presents protein synthesis, cell divisions, animal reproduction, genetics, embryology, and the basic doctrines of evolution.

**Prerequisites:** MTH 070 **or** MTH 095 **or** MTH 111 **or** placement into MTH 095 **or** MTH 111 **and** WRI 095 **or** WRI 121 **or** placement into WRI 121.

**Corequisite:** BIO 102L.

### **BIO 102L – Biology II Lab**

**Credits: 1**

**Description:** Laboratory activities relating to BIO 102.

**Corequisite:** BIO 102.

### **BIO 103 – Biology III**

**Credits: 3**

**Description:** A laboratory science course designed for non-biology majors. Presents the evolutionary relationships among the five kingdoms and their major phyla. The last half of this term covers human systems.

**Corequisite:** BIO 103L.

### **BIO 103L – Biology III Lab**

**Credits: 1**

**Description:** Laboratory activities relating to BIO 103.

**Corequisite:** BIO 103.

### **BIO 112 – Integrated Chemistry and Cell Biology for Health Occupations**

**Credits: 3**

**Description:** Introduces basic concepts of matter, atoms, compounds, intermolecular forces, solutions, pH, biomolecules, cell chemistry, cell structure and function, cell reproduction, and genetics. Concepts covered are applied to health-related problems.

**Recommended:** MTH 070 **or** MTH 095 **or** MTH 111 **or** placement into MTH 070.

**Corequisite:** BIO 112L.

### **BIO 112L – Integrated Chemistry and Cell Biology for Health Occupations Lab**

**Credits: 1**

**Description:** Laboratory activities relating to BIO 112.

**Corequisite:** BIO 112.

### **BIO 221Z – Principles of Biology: Cells -Lecture and Lab are combined**

**Credits: 5**

**Description:** Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance, and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.

**Corequisite:** BIO 221LZ.

### **BIO 222Z – Principles of Biology: Organisms -Lecture and Lab are combined**

**Credits: 5**

**Description:** Explores fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.

**Corequisite:** BIO 222LZ.

## **BIO 223Z – Principles of Biology: Ecology and Evolution – Lecture and Lab are combined**

**Credits: 4**

**Description:** Explores the unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.

**Corequisite:** BIO 223LZ.

## **BIO 270 – Ecosystems**

**Credits: 4**

**Description:** An overview of ecological principles and types of ecosystems, energy dynamics, resource flow, chemical and biological cycles, population dynamics, and human ecology. Descriptive modeling of environmental systems and resource analysis.

**Prerequisites:** BIO 212 **or** ENV 170 **and** MTH 095 **or** MTH 111 **or** placement into MTH 111 **and** WRI 095 **or** WRI 121 **or** placement into WRI 121.

**Corequisite:** BIO 270L.

## **BIO 270L – Ecosystems Lab**

**Credits: 1**

**Description:** Lab activities relating to BIO 270.

**Corequisite:** BIO 270.

## **Business**

### **BUS 101Z – Introduction to Business**

**Credits: 4**

**Description:** Presents an integrated view of both established and entrepreneurial business by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges.

### **BUS 150 – Intro to Entrepreneurship**

**Credits: 3**

**Description:** Covers the basics of entrepreneurship, including the personal aspects of entrepreneurs, opportunity identification, and organizational structuring. Introduces information on becoming an entrepreneur, selecting a type of ownership, developing a business plan, marketing a business, hiring and managing staff, and financing, protecting, and insuring the small business.

### **BUS 169Z – Data Analysis Using Microsoft Excel**

**Credits: 4**

**Description:** Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making.

## **BUS 206 – Management Fundamentals**

### **Credits: 3**

**Description:** Studies basic management and organizational principles within business entities. Introduces concepts of planning, organizing, leading, control, implementation of change, ethical behavior, and corporate culture. Provides opportunities for students to apply concepts to actual workplace scenarios and evaluate impact on global business activities.

## **BUS 214 – Business Communications**

### **Credits: 3**

**Description:** Covers concepts and skills necessary to communicate in today's constantly changing business environment. Students learn how to create a wide range of business documents and oral presentations, addressing the needs of diverse audiences and ethical implications of the communication process.

**Prerequisites:** CAS 133 **and** WRI 121. Instructor approval may be obtained if a student has not met the WRI 121 **prerequisite**.

## **BUS 223 – Principles of Marketing**

### **Credits: 3**

**Description:** Studies and analyzes the elements of marketing and marketing strategy, stressing product development, policies, pricing strategies, promotion, distribution, international markets, and consumer behavior. Emphasizes the elements of the marketing mix and target markets for consumer and industrial markets.

## **BUS 226Z – Introduction to Business Law**

### **Credits: 4**

**Description:** Provides a comprehensive overview of U.S. business law, including the legal system, contracts, torts, intellectual property, agency, employment, and business organization forms. Emphasizes practical legal knowledge and explores how laws impact business operations, focusing on risk management, contract disputes, business formation, and compliance with government regulation. Introduces legal challenges in business through real cases and legal terminology.

**Prerequisite:** WRI 121.

## **BUS 285 – Human Relations in Organizations**

### **Credits: 3**

**Description:** Covers human interactions within organizations, with a particular focus on communication and small group dynamics. Explores human relations techniques that build better employer/employee relationships and addresses interpersonal relations both on the job and in everyday life.

## Chemistry

### CHE 104 – General Chemistry I

**Credits: 4**

**Description:** Includes general principles of chemistry, including atomic structure, mole concept, chemical reactions stoichiometry, and gas laws.

**Prerequisites:** MTH 095 **or** MTH 111 **or** placement into MTH 111 **and** WRI 121.

**Corequisite:** CHE 104L.

### CHE 104L – General Chemistry I Lab

**Credits: 1**

**Description:** Laboratory activities relating to CHE 104.

**Corequisite:** CHE 104.

### CHE 105 – General Chemistry II

**Credits: 4**

**Description:** Includes stoichiometry, gases, oxidation reduction, acid/base concepts, equilibrium, and physical and chemical properties of solutions.

**Prerequisite:** CHE 104.

**Corequisite:** CHE 105L.

### CHE 105L – General Chemistry II Lab

**Credits: 1**

**Description:** Laboratory activities relating to CHE 105.

**Corequisite:** CHE 105.

### CHE 106 – General Chemistry III

**Credits: 4**

**Description:** Includes fundamental principles of organic chemistry, biochemical processes, and nuclear chemistry.

**Prerequisite:** CHE 105.

**Corequisite:** CHE 106L.

### CHE 106L – General Chemistry III Lab

**Credits: 1**

**Description:** Laboratory activities relating to CHE 106.

**Corequisite:** CHE 106.

### CHE 221Z – General Chemistry I (Preprofessional)

**Credits: 4**

**Description:** Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions.

**Prerequisites:** MTH 095 **or** MTH 111 **or** placement into MTH 095 **or** MTH111.

**Corequisite:** CHE 221LZ.

### **CHE 227LZ – General Chemistry I Lab**

**Credits: 1**

**Description:** Laboratory activities relating to CHE 221Z.

**Corequisite:** CHE 221Z.

### **CHE 222Z – General Chemistry II (Preprofessional)**

**Credits: 4**

**Description:** Explores and applies principles presented in CHE 221Z to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermochemistry, kinetics, and foundational equilibrium are explored and applied to the study of aqueous and gas-phase chemical reactions.

**Prerequisite:** CHE 221Z.

**Corequisite:** CHE 228LZ.

### **CHE 228L – General Chemistry II Lab**

**Credits: 1**

**Description:** Laboratory activities relating to CHE 222Z.

**Corequisite:** CHE 222Z.

### **CHE 223Z – General Chemistry III (Preprofessional)**

**Credits: 4**

**Description:** Builds upon the principles presented in CHE 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CHE 223Z is a lecture course; CHE 229Z is the laboratory component.

**Prerequisite:** CHE 222Z.

**Corequisite:** CHE 229LZ.

### **CHE 229L – General Chemistry III Lab**

**Credits: 1**

**Description:** Laboratory activities relating to CHE 223Z.

**Corequisite:** CHE 223Z.

## **College General Studies**

### **CGS 100 – College Survival & Success**

**Credits: 3**

**Description:** Helps students become more effective learners. Covers college terms and information, class choice, degree requirements, etc. Assists new or returning students in making personal and social adjustments for college success.

### **CGS 112 – Career Exploration & Planning**

**Credits: 1**

**Description:** Helps students learn about the career exploration process and prepares them to make informed choices about their chosen profession. Students complete a variety of self-assessments to discover their unique strengths and preferences, explore various career options, learn about college majors and career pathways, and practice decision-making and goal-setting skills.

## Computer Applications

### CAS 121 – Beginning Keyboarding

**Credits: 2**

**Description:** Teaches students to key the alphabetic portion of the computer keyboard by touch, develop or refine basic keyboarding techniques, and increase speed and accuracy.

### CAS 122 – Keyboarding for Speed & Accuracy

**Credits: 3**

**Description:** Refines keyboarding technique, increases speed, and improves accuracy through corrective practice.

**Recommended:** Ability to touch type (defined as using the correct key reaches and not looking at keys while typing) at a minimum rate of 20 wpm.

### CAS 133 – Intro to Computing Skills Lecture

**Credits: 3**

**Description:** Provides hands-on experience with Microsoft Office software fundamentals, including Word, PowerPoint, and Excel. Includes concepts of computer operations and literacy as well as insight into the broad impact of computers on today's society.

**Recommended:** WRI 095 and keyboarding by touch.

**Corequisite:** CAS 133L.

### CAS 133L – Intro to Computing Skills Lab

**Credits: 1**

**Description:** Laboratory activities relating to CAS 133.

**Corequisite:** CAS 133.

### CAS 216 – Word Processing

**Credits: 3**

**Description:** Acquires knowledge and skills while preparing and editing word-processed documents.

**Recommended:** Successful completion of CAS 133 and 25 wpm keyboarding proficiency.

## Cosmetology

**Requires more in-depth conversation with the educational institution interested in providing these courses.**

There are 24 supported courses. Please contact KCC's Director of Accelerated Learning for more information at [Kandra@klamathcc.edu](mailto:Kandra@klamathcc.edu) or 541-880-2337.

## Criminal Justice

### CJA 101 – Introduction to Criminal Justice & Human Services Career

**Credits: 3**

**Description:** This course is designed to help students become aware of career and education options in human services and criminal justice. Students will become familiar with the educational requirements, lifestyle considerations, application processes, training, certification requirements, and career opportunities in these fields. Students will solidify their academic plan and prepare a personal

career plan based on their goals. There are **no prerequisites** for this course. *Students are strongly encouraged to take this course concurrently or immediately after CGS 100.*

### **CJA 111 – Introduction to Criminal Justice System – Police**

**Credits: 3**

**Description:** This course examines the American criminal justice system and its origin, with particular attention to the police. It provides an overview of the entire criminal justice process and reviews contemporary practices such as community policing.

### **CJA 112 – Introduction to Criminal Justice Systems – Courts**

**Credits: 3**

**Description:** This course explores the court system and its procedures, laws as they affect the court system, types and degrees of evidence, rules governing admissibility of evidence, and the structure and function of local, state, and federal court systems in the United States.

### **CJA 120 – American Criminal Justice System**

**Credits: 3**

**Description:** This course provides an overview of the American criminal justice system, examining its structure, functions, processes, and theoretical perspectives in criminology, including biological, psychological, and sociological explanations. It focuses on law enforcement, criminal courts, corrections, community-based sanctions, and the constitutional frameworks in which they operate.

## **Early Childhood Education**

### **ECE 101 – Child, Family, Community**

**Credits: 3**

**Description:** This course explores the various influences on children and families that shape behaviors, values, attitudes, beliefs, and morals. Key topics include parenting patterns, cultural, religious, and socioeconomic influences, as well as the impacts of peers, schools, media, community ecology, and public policy.

### **ECE 103 – Assessment & Evaluation**

**Credits: 3**

**Description:** Students will gain knowledge and skills in observing and assessing the growth and behavior of children, focusing on the role of adults in supporting development. The course covers developmentally appropriate practices (DAP), assessment, and documentation. Students will learn and apply observation techniques and are required to spend additional time outside of class observing children in various settings. **Prerequisite:** PSY 235.

### **ECE 200 – The Professional in Early Childhood Education**

**Credits: 3**

**Description:** This course covers the history, current programs and practices, and future issues in early childhood education. Topics include professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues, and community resources. Students will develop a professional philosophy.

### **ECE 280 – Cooperative Work Experience: Early Childhood Education**

**Credits: 2**

**Description:** This course offers on-the-job, paid or volunteer experiences that allow students to apply and develop the knowledge, skills, and attitudes learned in the on-campus program. Cooperative work experience is offered for variable credit based on the student's objectives. **Instructor permission is required**, and students must locate a job site for the course. *All students must successfully pass a criminal background check.*

### **ECE 101 – Child, Family, Community**

**Credits: 3**

**Description:** This course explores the various influences on children and families that shape behaviors, values, attitudes, beliefs, and morals. Key topics include parenting patterns, cultural, religious, and socioeconomic influences, as well as the impacts of peers, schools, media, community ecology, and public policy.

### **ECE 103 – Assessment & Evaluation**

**Credits: 3**

**Description:** Students will gain knowledge and skills in observing and assessing the growth and behavior of children, focusing on the role of adults in supporting development. The course covers developmentally appropriate practices (DAP), assessment, and documentation. Students will learn and apply observation techniques and are required to spend additional time outside of class observing children in various settings. **Prerequisite:** PSY 235.

### **ECE 200 – The Professional in Early Childhood Education**

**Credits: 3**

**Description:** This course covers the history, current programs and practices, and future issues in early childhood education. Topics include professionalism, historic and current issues, types of programs for young children, parent interaction, job opportunities, ethical/legal issues, and community resources. Students will develop a professional philosophy.

### **ECE 280 – Cooperative Work Experience: Early Childhood Education**

**Credits: 2**

**Description:** This course offers on-the-job, paid or volunteer experiences that allow students to apply and develop the knowledge, skills, and attitudes learned in the on-campus program. Cooperative work experience is offered for variable credit based on the student's objectives. **Instructor permission is required**, and students must locate a job site for the course. *All students must successfully pass a criminal background check.*

## **Economics**

### **ECO 201Z – Principles of Microeconomics**

**Credits: 4**

**Description:** This course examines how consumers and firms make choices when facing scarce resources and how these choices relate to government policy and market outcomes, such as prices and output. **Recommended:** Successful completion of MTH 070 or above and WRI 121 *placement*

## **ECO 202Z – Principles of Macroeconomics**

**Credits: 4**

**Description:** This course examines the aggregate activity of a market economy, including economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems. **Recommended:** Successful completion of MTH 070 **or** above **and** WRI 121 placement.

### **Education**

## **EDU 200 – Introduction to Education**

**Credits: 3**

**Description:** This course examines daily experiences in schools, including personal responses to school situations, interactions with students and personnel, the roles of public schools in American society, and the financial, legal, and administrative implications on instruction.

## **EDU 280 – Cooperative Work Experience: Education**

**Credits: 2**

**Description:** This course offers on-the-job, paid or volunteer experiences that allow students to apply and develop the knowledge, skills, and attitudes learned in the on-campus program. Cooperative work experience is offered for variable credit based on the student's objectives. *Instructor permission is required. All students must successfully pass a criminal background check.*

### **English**

## **ENG 104Z – Introduction to Fiction**

**Credits: 4**

**Description:** The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. This course provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

## **ENG 105Z – Introduction to Drama**

**Credits: 4**

**Description:** The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight. This course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. Students read a variety of types of drama from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

## **ENG 106Z – Introduction to Poetry**

**Credits: 3**

**Description:** The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. This course provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry

can lead to self-enrichment. Students read a variety of types of poetry and poetic forms from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

## Environmental Studies

### ENV 170 – Environmental Science

**Credits: 3**

**Description:** This course examines major environmental questions facing the world today, including population growth, matter and energy resources, ecosystems, pollution, and the relationship between the environment and society. It explores a broad range of environmental issues, including sustainability, the interconnection of the economy with ecosystems, short-term versus long-term gains, and the trade-offs in balancing problems and solutions. **Recommended:** Placement into WRI 095. **Corequisite:** ENV 170L.

### ENV 170L – Environmental Science Lab

**Credits: 1**

**Description:** Laboratory activities related to ENV 170. **Corequisite:** ENV 170.

## Emergency Response and Operations

### ERO 100 – Introduction to Emergency Response and Operations

**Credits: 3**

**Description:** This course prepares students for a career in emergency services. It includes an overview of emergency medical services, law enforcement services, and firefighter services, as well as career opportunities within these and related fields.

### ERO 115 – Crisis Intervention

**Credits: 3**

**Description:** An introduction to crisis response for first responders dealing with emergencies or significant incidents. This course assists those helping people in the immediate aftermath of disasters or other tragedies. Students will learn how to reduce initial stress, gather information, debrief, and create an environment of connectedness to empower communities during the recovery process.

## Geography

### GEO 105 – Physical Geography

**Credits: 3**

**Description:** This course introduces students to the geographical study of Earth's physical landscape and processes. Topics include the biosphere, geosphere, atmosphere, and human-environment interactions. Concepts are applied to various regions, including Oregon and the Klamath Basin. *Satisfies lab science requirement.* **Recommended:** WRI 121 placement. **Corequisite:** GEO 105L.

### GEO 105L – Physical Geography Lab

**Credits: 1**

**Description:** Laboratory activities related to GEO 105. **Corequisite:** GEO 105.

## **GEO 106 – Human Cultural Geography I**

**Credits: 3**

**Description:** This course introduces students to the science of human geography. Concepts are applied to various Western regions, including the Klamath Basin, the Americas, and Western Europe. **Recommended:** WRI 121 *placement*.

## **GEO 107 – Human Cultural Geography II**

**Credits: 3**

This course focuses on the study of human cultural geography in developing nations. Regional topics include the Middle East, Asia, Africa, and the Pacific Islands. **Recommended:** WRI 121 *placement*.

## **Health Studies**

### **HEA 125 – First Aid & Industrial Safety**

**Credits: 3**

**Description:** This course presents an overview of industrial safety regulations, accident prevention, ergonomics, hazardous materials, first aid, and adult CPR. Successful students will receive a First Aid and Adult CPR card.

### **HEA 252 – First Aid Basics & Beyond**

**Credits: 3**

**Description:** This course explores and demonstrates basic and advanced first aid for remote areas. It includes first aid and CPR certification.

## **Health Information Management**

### **HIM 103 – Introduction to Health Services**

**Credits: 3**

**Description:** This course provides an introduction to health services, focusing on understanding the healthcare system, including financing, organizations and settings, non-financial resources, evaluation, regulation, and assessment. **Prerequisite:** WRI 095 **or** WRI 121 **or** *placement* into WRI 121.

### **HIM 104 – Introduction to Health Data and Content I**

**Credits: 3**

**Description:** This course offers an overview of healthcare delivery systems and health information fields. Topics include the origin and uses of health records, admitting functions, filing and numbering systems, interdepartmental communication, computation of basic census data, micrograph concepts, and electronic data interchange. It also introduces the application of healthcare via a web-based virtual lab.

### **HIM 105 – Legal & Ethical Aspects of Healthcare**

**Credits: 3**

**Description:** This course covers the legal basis for medical practice, confidentiality, HIPAA, voluntary and involuntary release of medical information, professional liability, consents for treatment and other procedures, and medical-ethical issues.

## Health Wellness

### HPE 225 – Nutrition

**Credits: 3**

**Description:** This course studies food and nutrition, including their relationship to health and disease. Students learn about basic nutrition, nutrient needs, how nutrients function in the body, energy balance, and diet planning for various medical conditions. It provides an in-depth look at current topics and the American diet.

### HPE 295 – Health & Fitness for Life

**Credits: 3**

**Description:** This course explores the role of wellness, physical fitness, stress, nutrition, and cardiovascular health in promoting an individual's health and well-being. It includes fitness testing and a fitness lab.

## History

### HST 101 – Western Civilization I: Ancient World to 1000

### HST 102 – Western Civilization II: 1000 to 1800

**Credits: 3**

**Description:** This course studies early Modern Europe, including the Renaissance, Reformation, Scientific Revolution, and the French Revolution. *HST 101, 102, and 103 may be taken out of sequence.* **Recommended:** WRI 121 placement.

### HST 103 – Western Civilization III: 1800 to Present

**Credits: 3**

**Description:** This course studies Europe in the 19th and 20th centuries. Topics include the Industrial Revolution, nationalism, socialism, the two world wars, the Russian Revolution, Nazism, and globalization. *HST 101, 102, and 103 may be taken out of sequence.* **Recommended:** WRI 121 placement.

### HST 201 – United States History I: Colonial Period to 1840

**Credits: 3**

**Description:** This course surveys North American history from the Age of Exploration to 1840, covering political, social, and economic trends and events. *HST 201, 202, and 203 may be taken out of sequence.* **Recommended:** WRI 121 placement.

### HST 202 – United States History II: 1840 to 1914

**Credits: 3**

This course surveys the history of the United States from 1840 to 1914, covering political, social, and economic trends and events. *HST 201, 202, and 203 may be taken out of sequence.* **Recommended:** WRI 121 placement.

## HST 203 – United States History III: 1914 to Present

**Credits: 3**

**Description:** This course surveys the history of the United States from 1914 to the present, covering political, social, and economic trends and events. *HST 201, 202, and 203 may be taken out of sequence.*

**Recommended:** WRI 121 placement.

## Languages

### GER 101 – First Year German I

**Credits: 4**

**Description:** Emphasizes active communication in beginning German. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture.

### GER 102 – First Year German II

**Credits: 4**

**Description:** Continues the work of GER 101. Emphasizes active communication in German. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture.

**Prerequisite:** GER 101.

### GER 103 – First Year German III

**Credits: 4**

**Description:** Continues the work of GER 102. Emphasizes active communication in German. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture

**Prerequisite:** GER 102.

### GER 201 – Second Year German I

**Credits: 4**

**Description:** Continues the work of first-year German, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing. **Prerequisite:** GER 103.

### GER 202 – Second Year German II

**Credits: 4**

**Description:** Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. **Prerequisite:** GER 201.

### GER 203 – Second Year German III

**Credits: 4**

**Description:** Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. **Prerequisite:** GER 202.

### **SPA 101 – First Year Spanish I**

**Credits: 4**

**Description:** First in a three-course series designed to develop basic communication skills in oral and written Spanish. Introduces learners to the rich culture of the Spanish-speaking world, including listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture.

### **SPA 102 – First Year Spanish II**

**Credits: 4**

Second in a three-course series designed to develop basic communication skills in oral and written Spanish. Introduces learners to the rich culture of the Spanish-speaking world, including listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. **Prerequisite:** SPA 101.

### **SPA 103 – First Year Spanish III**

**Credits: 4**

**Description:** Third in a three-course series designed to develop basic communication skills in oral and written Spanish. Introduces learners to the rich culture of the Spanish-speaking world, including listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. **Prerequisite:** SPA 102.

### **SPA 201 – Second Year Spanish I**

**Credits: 4**

**Description:** Reviews and expands the use of basic vocabulary, structural patterns, indicative tenses, and commands from first-year college Spanish. Listen, speak, write, and read in Spanish.

**Prerequisite:** SPA 103.

### **SPA 202 – Second Year Spanish II**

**Credits: 4**

**Description:** Practice and expand vocabulary and structures. Emphasizes subjunctive tenses to express personal feelings, doubts, and opinions in Spanish. **Prerequisite:** SPA 201.

### **SPA 203 – Second Year Spanish III**

**Credits: 4**

**Description:** Practice and expand vocabulary and subjunctive patterns. Listen, speak, read, write, and begin to sense the culture in the idiom. **Prerequisite:** SPA 202.

## **Manufacturing Engineering Technology**

### **MET 102 – Basic Engineering Materials**

**Credits: 3**

**Description:** Introduces materials and metallurgy, including structure, selection, and use. Surveys materials used in industry and their physical and chemical attributes as they relate to properties, corrosion, and engineering applications. Major consideration is given to metal alloys. Introduction to polymers, ceramics, and composites is included. **Recommended:** WLD 101.

### **MET 241 – CAD for Mechanical Design I**

**Credits: 2**

**Description:** Instruction and practice of AutoCAD (mechanical) software in a 2D environment. Utilizes 2D software practice to develop into an apprentice-level wireframe computer-aided design (CAD) technician. **Corequisite:** MET 241L.

### **MET 241L – CAD for Mechanical Design I Lab**

**Credits: 1**

**Description:** Laboratory activities related to MET 241. **Corequisite:** MET 241.

### **MET 242 – CAD for Mechanical Design II**

**Credits: 2**

**Description:** Instruction and practice of AutoCAD (mechanical) software in a 3D environment. Utilizes 3D software practice to develop into an apprentice-level computer-aided design (CAD) technician. **Prerequisite:** MET 241. **Corequisite:** MET 242L.

### **MET 242L – CAD for Mechanical Design II Lab**

**Credits: 1**

**Description:** Laboratory activities related to MET 242. **Corequisite:** MET 242.

## **Medical**

### **MDA 100 – Exploring Health Careers**

**Credits: 1**

**Description:** This course explores various health careers, such as nursing, physical therapy, dental hygiene, and emergency medical services. Guest speakers from different health career areas will provide students with an understanding of college requirements, performance skill levels, salaries, and job opportunities.

### **MDA 101 – Medical Terminology I**

**Credits: 3**

**Description:** This course covers medical terminology, including prefixes, suffixes, word roots, and abbreviations by body system.

### **MDA 102 – Medical Terminology II**

**Credits: 3**

**Description:** This course continues the study of medical terminology, including prefixes, suffixes, word roots, and abbreviations by body system. **Prerequisite:** MDA 101 with a **grade** of "C" **or** better.

## **Multimedia**

### **MMT 239 – Digital Drawing/Adobe Illustrator**

**Credits: 3**

**Description:** This course introduces the basics of digital illustration, working with both vector graphics and photo editing. It applies tablet technology and screen-based drawing to create digitized graphic elements such as image headers, sidebars, banners, logos, and other commonly used design elements. Various software platforms are used, with a focus on Adobe Illustrator. **Recommended:** ART131. **Corequisite:** MMT239L

### **MMT 239L – Digital Drawing/Adobe Illustrator Lab**

**Credits: 1**

**Description:** Laboratory activities related to MMT 239. **Corequisite:** MMT 239.

### **MMT 240 – Digital Photography & Photoshop**

**Credits: 3**

**Description:** Students learn the basics of digital photography, composition, and image manipulation using Adobe Photoshop. The course covers competent compact digital and DSLR camera handling techniques, exposure control, digital management, image editing, printing, and presentation. It examines important photographic themes, lighting, and composition. Photoshop is used for acquiring, preparing, manipulating, storing, outputting, and displaying digital images. *Requires access to a camera with manual exposure controls; DSLR cameras are preferred.* **Corequisite:** MMT 240L.

### **MMT 240L – Digital Photography & Photoshop Lab**

**Credits: 1**

**Description:** Laboratory activities related to MMT 240. **Corequisite:** MMT 240.

### **MMT 241 – Graphic Design for the Web**

**Credits: 3**

**Description:** This intermediate-level digital design course enables students to create web-based graphic and media solutions. Primary software programs include Adobe Illustrator and Photoshop. Students build upon and apply previously learned skills specific to business marketing and digital communications, creating digital art assets such as logos, buttons, headers, splash screens, infographics, and various design and editing techniques for vector graphics, bitmap images, and photos. **Recommended:** Completion of MMT 239 **and** MMT 240. **Corequisite:** MMT 241L.

### **MMT 241L – Graphic Design for the Web Lab**

**Credits: 1**

**Description:** Laboratory activities related to MMT 241. **Corequisite:** MMT 241.

### **MMT 260 – Video Production I**

**Credits: 3**

**Description:** This course introduces digital video production, focusing on project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. It includes preproduction issues, production terminology, and evaluation of industry etiquette. **Recommended:** MMT 240. **Corequisite:** MMT 260L.

### **MMT 260L – Video Production I Lab**

**Credits: 1**

**Description:** Laboratory activities related to MMT 260. **Corequisite:** MMT 260.

### **MMT 261 – Advanced Video Editing**

**Credits: 3**

**Description:** This course continues video production at an intermediate level, including the creation of short-form videos in multiple genres. Students apply storytelling and narrative techniques to produce interviews, product demos, how-to videos, YouTube videos, webcam videos, and creative storytelling videos. Production equipment includes digital cameras, lighting, microphones, backdrops, and various editing techniques. **Prerequisite:** MMT 260. **Corequisite:** MMT 261L.

### **MMT 261L – Advanced Video Editing Lab**

**Credits: 1**

**Description:** Laboratory activities related to MMT 261. **Corequisite:** MMT 261.

### **MMT 296 – Community Project-Based Learning**

**Credits: 3**

**Description:** This course covers special topics, activities, or projects in digital media not usually covered in depth in other MMT courses. It is offered for 3 credits based on the student's accomplishments and community and project-based opportunities. *Instructor permission is required prior to registration.*

## **Mathematics**

### **MTH 105Z – Math in Society**

**Credits: 4**

**Description:** An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probabilities and statistics, and financial mathematics, weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology.

### **MTH 111Z – Precalculus I: Functions**

**Credits: 4**

**Description:** A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. **Prerequisite:** MTH 095 with a **grade** of "C" or better **or placement** into MTH 111.

### **MTH 112Z – Precalculus II: Trigonometry**

**Credits: 4**

**Description:** A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications, as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course

emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. **Prerequisite:** MTH 111 with a **grade** of "C" **or** better.

### **STA 243Z – Elementary Statistics I**

**Credits: 4**

**Description:** A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be **used when appropriate**. **Prerequisite:** MTH 095 with a **grade** of "C" **or** better, MTH 105 with a **grade** of "C" **or** better, MTH 111 with a **grade** of "C" **or** better, **or** placement into MTH 111.

### **MTH 244 – Statistics II**

**Credits: 4**

**Description:** Covers inferential statistics with an emphasis on applications. Topics include estimation of proportions and means for a population, inferences from chi-square distributions, one-way and two-way analysis of variance (ANOVA), the F distribution, time series analysis, regression and correlation, and hypothesis testing. Working knowledge of Excel required. **Prerequisite:** MTH243 **or** STA243Z with a **grade** of "C" **or** better.

## **Office Systems**

### **OST 131 – 10-key Calculators**

**Credits: 1**

**Description:** Students will learn techniques to develop 10-key skills by touch. This course also covers the use of electronic printing calculators to solve simple business and mathematical problems.

## **Physics**

### **PHY 101 – Fundamentals of Physics I**

**Credits: 3**

**Description:** A laboratory science course designed for non-science majors. This is the first term of a three-term series. It is a conceptual study of physics, including an introduction to the scientific method, study of motion, mechanics, vectors, energy, simple machines, satellite motion, and atomic structure. **Prerequisites:** MTH 065, MTH 070, MTH 095, MTH 111, **or** placement into MTH 070, MTH 095, **or** MTH 111, **and** WRI 095 **or** WRI 121, **or** placement into WRI 121. **Corequisite:** PHY 101L.

### **PHY 101L – Fundamentals of Physics I Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 101. **Corequisite:** PHY 101.

### **PHY 102 – Fundamentals of Physics II**

**Credits: 3**

**Description:** A laboratory science course designed for non-science majors. This is the second term of a three-term series. It is a conceptual study of physics, including the properties of matter and thermodynamics. **Prerequisites:** MTH 065, MTH 070, MTH 095, MTH 111, **or** placement into MTH 070, MTH 095, **or** MTH 111, **and** WRI 095 **or** WRI 121, **or** placement into WRI 121.

### **PHY 102L – Fundamentals of Physics II Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 102. **Corequisite:** PHY 102.

### **PHY 103 – Fundamentals of Physics III**

**Credits: 3**

**Description:** A laboratory science course designed for non-science majors. This is the third term of a three-term series. It is a conceptual study of physics, including waves and sound, electricity and magnetism, and light and optics. **Prerequisites:** MTH 065, MTH 070, MTH 095, MTH 111, **or** placement into MTH 070, MTH 095, **or** MTH 111, **and** WRI 095 **or** WRI 121, **or** placement into WRI 121. **Corequisite:** PHY 103L.

### **PHY 103L – Fundamentals of Physics III Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 103. **Corequisite:** PHY 103.

### **PHY 201 – General Physics I (Algebra-based)**

**Credits: 4**

**Description:** Introductory physics (algebra-based) for science majors, pre-medical, pre-dental, pre-chiropractic, and pre-physical therapy students. Topics include mechanics, statics, forces and motion, energy, collisions, circular motion, and rotational dynamics. **Prerequisite:** MTH 111. MTH 111 can be taken concurrently **with** PHY 201. **Corequisite:** PHY 201L.

### **PHY 201L – General Physics I Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 201. **Corequisite:** PHY 201.

### **PHY 202 – General Physics II (Algebra-based)**

**Credits: 4**

**Description:** Topics include the mechanical properties of matter, heat, waves, sound, and light. Algebra-based physics. **Prerequisite:** PHY 201. **Corequisite:** PHY 202L.

### **PHY 202L – General Physics II Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 202. **Corequisite:** PHY 202.

### **PHY 203 – General Physics III (Algebra-based)**

**Credits: 4**

**Description:** Topics include electricity, magnetism, and radioactivity. Algebra-based physics. **Prerequisite:** PHY 202. **Corequisite:** PHY 203L.

### **PHY 203L – General Physics III Lab**

**Credits: 1**

**Description:** Laboratory activities related to PHY 203. **Corequisite:** PHY 203.

## Political Science

### **POL 201 – Introduction to U.S. Government**

**Credits: 3**

**Description:** This course covers the basic concepts and principles of the American political system. **Recommended:** WRI 121 *placement*.

### **POL 203 – State & Local Government**

**Credits: 3**

**Description:** This course examines state and local government policy formulation and outcomes on issues ranging from taxation to prisons, and education to environmental concerns. It focuses on Oregon state and local politics. **Recommended:** WRI 121 *placement*.

## Psychology

### **PSY 101 – Psychology & Human Relations**

**Credits: 3**

**Description:** This course focuses on practical and personal applications of psychological principles. It encourages the application of psychological principles to daily living and human interactions such as work, leisure, school, and relationships. This course is designed for students who are not majoring in psychology and transfers as a general elective.

### **PSY 201Z – Introduction to Psychology I**

**Credits: 4**

**Description:** This course introduces the science and application of psychology, emphasizing psychological concepts, theories, and principles related to research methods, behavioral neuroscience, consciousness, sensation/perception, learning, memory, thinking, intelligence, and related topics. **Prerequisite:** WRI 121.

### **PSY 202Z – Introduction to Psychology II**

**Credits: 4**

**Description:** This course continues the introduction to the science and application of psychology, emphasizing psychological concepts, theories, and principles related to personality, social psychology, health and well-being, motivation and emotion, disorders, therapies, lifespan development, and related topics. **Recommended:** PSY 201Z. **Prerequisite:** WRI 121.

### **PSY 235 – Human Growth & Development I**

**Credits: 3**

**Description:** A biosocial study of human development from conception to adolescence. This course discusses the biological and social processes affecting the developing child, including cognition, personality, emotion, and social aspects. Applications to healthcare, family, and education are discussed. **Recommended:** Previous coursework in psychology.

## **PSY 236 – Human Growth & Development II**

**Credits: 3**

**Description:** A psychological study of the continuing development of the human being from adolescence through old age and death. This course focuses on the social and healthcare issues of adulthood, with applications to healthcare, family, and social policy. **Prerequisite:** PSY 235.

## **Sociology**

### **SOC 204Z – Introduction to Sociology**

**Credits: 4**

**Description:** This course introduces the central concepts, theories, and methods that define sociological approaches to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.

### **SOC 205Z – Social Change and Institutions**

**Credits: 4**

**Description:** This course provides a sociological analysis of social institutions such as family, education, healthcare, the economy, and the state. It includes an examination of connections among institutions and their impact on patterns of inequality and individual outcomes. The course also examines the forces and dynamics behind social change, such as social movements, culture, economic forces, technologies, and the environment.

## **Speech**

### **COM 111Z – Public Speaking**

**Credits: 4**

**Description:** This course emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations. **Prerequisite:** WRI 121.

## **Welding**

### **WLD 101 – Welding Processes & Applications**

**Credits: 3**

**Description:** This course introduces welding, covering flat and horizontal positions with oxygen-acetylene welding (OAW), stick (SMAW), MIG (GMAW) on mild steel, TIG (GTAW) on aluminum, safety, setup, and shutdown.

### **WLD 114 – Shielded Metal Arc Welding: Mild Steel I**

**Credits: 3**

**Description:** This course develops knowledge and manipulative skills in the use of E7018 mild steel electrodes when performing various welds in the flat, horizontal, and vertical positions. **Prerequisite:** WLD 101.

## **WLD 115 – Shielded Metal Arc Welding: Mild Steel II**

**Credits: 3**

**Description:** This course develops intermediate and advanced skills in shielded metal arc welding for success in the metal fabrication industry. It includes preparation of joints for proper setup and design using ¼ inch and thicker mild steel. **Prerequisite:** WLD 114.

## **Writing**

## **WRI 121Z – Composition I**

**Credits: 4**

**Description:** This course engages students in the study and practice of critical thinking, reading, and writing. It focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. **Prerequisite:** WRI 095 with a **grade** of “C” **or** better **or** placement into WRI 121.

## Career Pathway Certificates and One-Year Certificates

As you decide which courses to enroll in, consider completing a Career Pathway Certificate, a One-Year Certificate, or exploring the Associate Degree program options at Klamath Community College (KCC).

### Career Pathway Certificates

- **Accounting**
- **Automotive Technician Electrical/Electronic Specialist**
- **Business Administration First-Line Supervisor Fundamentals**
- **Business Technology**
  - Administrative Office Professional Office Support Specialist
- **Computer Systems Fundamentals**
- **Cosmetology**
  - Esthetics
- **Criminal Justice**
  - Addiction Studies
- **Cybersecurity and Networking**
  - Computer Support Technician
- **Diesel Technology**
  - Technician Electrical/Electronic Specialist
  - Professional Truck Driver
- **Digital Media**
  - Digital Media Design Multimedia Design Web Design
- **Education**
  - Early Childhood Education
  - Education Paraeducator
- **Emergency Response Operations**
  - Criminal Justice
  - Emergency Medical Technician
  - Structural Fire Science
  - Wildland Fire Science
- **Health Services**
  - Electronic Health Record
  - Medical Administrative Assistance

- **Laboratory Technician**
  - Biological and Biotechnology
  - Medical and Clinical Laboratory Technician
- **Manufacturing Engineering Technology**
  - Computer Aided Design
  - Mechanical Design Solid Modeling
- **Welding**
  - Gas/Arc/Wire Feed Welding
  - Shield Metal Arc/Stick Welding
  - Shield Metal Arc/Stick Welding of Pipe
  - Tig/Aluminum Stainless Steel Flat Welding

## One-Year Certificates

- **Accounting**
- **Business Administration**
  - Business Management
  - Human Resources
  - Marketing and Sales
- **Business Technology**
  - Administrative Office Professional
- **Computer Engineering Technology**
  - Computer Systems Fundamentals
- **Cosmetology**
  - Barbering
  - Esthetics and Nail Technology
  - Hair Design
- **Criminal Justice**
  - Addiction Studies
  - Criminal Justice
- **Cybersecurity and Networking**
  - Secure Network Technician
- **Digital Media Design**
  - Multimedia Design
  - Web Design
- **Education**
  - Early Childhood Educator
  - Education Paraeducator

- **Emergency Response Operations**
  - Criminal Justice - ERO
  - Emergency Medical Technician (EMT)
  - Structural Fire Science
  - Wildland Fire Science
- **Health Services**
  - Certified Coding Specialist
- **Laboratory Technician**
- **Manufacturing Engineering Technology**
  - Manufacturing Engineering Technologist
- **Nursing**
  - Practical Nursing
- **Welding**
  - Welding Certificate

## **Klamath Community College Transfer Degrees**

### ***Associate of Arts, Oregon Transfer (AAOT)***

- Elementary Education
- English Literature
- Exercise Science Emphasis
- Fire Ecology Emphasis
- Forest Ecology Emphasis
- Math Emphasis
- **Oregon Transfer Compass**
- **Oregon Transfer Module (OTM)**
- **Associate of Science Transfer (AST)**
- Biology
- Business

## **Klamath Community College Degrees**

- ***Accounting AAS***
  - **Associate of General Studies (AGS)**
  - **AGS in Psychology**
  - **Automotive Technology AAS**
  - **Aviation Airplane AAS**
  - **Aviation Helicopter AAS**
  - **Business Administration AAS**
  - **Emphasis in Business Management or Marketing**

- **Business Technology Administrative Office Professional AAS**
- **Computer Engineering Technology AAS**
- **Cosmetology AAS**
- **Criminal Justice AAS**
- **Cyber Security and Networking AAS**
- **Diesel Technology AAS**
- **Digital Media Design AAS**
- **Early Childhood Educator Emphasis AAS**
- **Education – Paraeducator Emphasis AAS**
- **Emergency Response and Operations AAS**
- **Health Information Management AAS**
- **Laboratory Technician AAS**
- **Manufacturing Engineering Technology AAS**
- **Nursing AAS**
- **Surgical Technology AAS**

***For more information on these programs, please visit the KCC website or contact the college directly.***



# How College is Different from High School

## Klamath Community College

Enrollment Services · Founders Hall – Building 9

7390 South Sixth Street · Klamath Falls, OR 97603

<b>High School</b>	<b>College</b>
<p><b><u>Classes:</u></b></p> <ul style="list-style-type: none"> <li>❖ Classes are arranged for you</li> <li>❖ Classes meet daily</li> <li>❖ Teachers monitor attendance</li> <li>❖ Classes average less than 30 students</li> <li>❖ You are given text books at little or no cost</li> <li>❖ Courses to meet graduation requirements are relatively consistent</li> </ul>	<p><b><u>Classes:</u></b></p> <ul style="list-style-type: none"> <li>❖ You arrange your classes</li> <li>❖ Classes may meet just once a week</li> <li>❖ Professors may not monitor attendance</li> <li>❖ Classes may number 100 students or more</li> <li>❖ You need to budget money for text books</li> <li>❖ Courses to meet graduation requirements differ</li> <li>❖ According to the program you study</li> </ul>
<p><b><u>Instructors:</u></b></p> <ul style="list-style-type: none"> <li>❖ Have training in teaching methods courses</li> <li>❖ Write information on the board for your notes</li> <li>❖ Remind you of assignments and due dates</li> <li>❖ Provide you with the information you missed when you were absent</li> <li>❖ Present material to help you understand the concepts in the text book</li> <li>❖ Guide you through the thinking process</li> <li>❖ Approach you if they believe you need help</li> <li>❖ Are available for conversation and assistance before, during, and/or after school</li> </ul>	<p><b><u>Instructors:</u></b></p> <ul style="list-style-type: none"> <li>❖ Have training in their area of expertise</li> <li>❖ Expect you to identify key points for your notes</li> <li>❖ Provide you with a syllabus so you can track assignments and due dates</li> <li>❖ Count on you to get notes for missed classes</li> <li>❖ Encourage you to relate the material presented in class with the concepts in the text book</li> <li>❖ Push you to think critically for yourself</li> <li>❖ Suggest you initiate contact if you need help</li> <li>❖ Are available for conversation and assistance during their specified office hours</li> </ul>
<p><b><u>Studying:</u></b></p> <ul style="list-style-type: none"> <li>❖ The amount of time studying is comparable to the time spent in class</li> <li>❖ Teachers may allot class time for homework</li> <li>❖ Your studying involves just the material in your text book.</li> </ul>	<p><b><u>Studying:</u></b></p> <ul style="list-style-type: none"> <li>❖ You should study at least 2 hours outside of class for each hour in class</li> <li>❖ Little (or no) class time is allotted for homework</li> <li>❖ Your studying involves reading and writing assignments that are not in your text book</li> </ul>

<p><b><u>Tests:</u></b></p> <ul style="list-style-type: none"> <li>❖ Testing is frequent and covers small amounts of material</li> <li>❖ Quizzes occur between tests</li> <li>❖ Makeup tests are an option</li> <li>❖ Teachers (re)schedule test dates to avoid conflicts with other school activities</li> <li>❖ Teachers conduct review sessions prior to the day of the test</li> <li>❖ Mastery is often seen as the ability to recognize the same information presented in class</li> </ul>	<p><b><u>Tests:</u></b></p> <ul style="list-style-type: none"> <li>❖ Testing is infrequent and covers large amounts of material</li> <li>❖ Courses may just have two or three tests total</li> <li>❖ Makeup tests may not be an option</li> <li>❖ Professors schedule test dates at the beginning of the semester, regardless of school activities</li> <li>❖ Professors encourage students to form study sessions prior to the day of the test</li> <li>❖ Mastery is often seen as the ability to apply and problem solve what you have learned to new situations.</li> </ul>
<p><b><u>Grades:</u></b></p> <ul style="list-style-type: none"> <li>❖ Grades are given for homework</li> <li>❖ Consistently good homework grades help raise your overall grade when test grades are low</li> <li>❖ Extra credit projects are offered to help you raise your grade</li> <li>❖ Final class grades are determined by a "good faith effort" - If you try hard, you will pass</li> <li>❖ Final class grades of a D or higher are required to graduate with a diploma</li> </ul>	<p><b><u>Grades:</u></b></p> <ul style="list-style-type: none"> <li>❖ Grades may not be given for homework</li> <li>❖ Grades on tests and papers provide most of the overall course grade</li> <li>❖ Extra credit projects may not be offered to help you raise your grade</li> <li>❖ A good effort is important, but most likely won't change your status from failing to passing</li> <li>❖ Final class grades of a C or higher are required to graduate with a certificate or a degree</li> </ul>
<p><b><u>Personal Freedoms:</u></b></p> <ul style="list-style-type: none"> <li>❖ You are told your responsibilities and are "Called out" if your behavior is out of line</li> <li>❖ Your time is guided by others</li> <li>❖ Your parents are involved in your high school experience</li> <li>❖ Information about your high school success (or failure) is readily shared between the school and your parents.</li> <li>❖ The high school is obligated to teach you mandatory enrollment/attendance until a certain age is reached.</li> </ul>	<p><b><u>Personal Freedoms:</u></b></p> <ul style="list-style-type: none"> <li>❖ You are responsible for your actions and their consequences</li> <li>❖ You manage your own time</li> <li>❖ Your parents are as involved in your college experience as you choose them to be</li> <li>❖ Information about your college success (or failure) cannot be shared between the college and your parents (FERPA)</li> <li>❖ The college is not obligated to teach you voluntary enrollment/attendance on your part.</li> </ul>

**How to Make a Successful Transition to College:**

- ❖ Take control of your own education: think of yourself as a scholar
- ❖ Get to know your professors: they are our single greatest resource
- ❖ Create your own support systems and seek help when you realize you may need it.

**How to Make a Successful Transition to College:**

- ❖ Plan ahead to satisfy academic obligations and make room for everything else
- ❖ Don't take a course just to satisfy a requirement, and don't drop any course too quickly
- ❖ Think beyond the moment: set goals For the term, the year, your college career



WORK SKILLS TECHNOLOGY CENTER

88

Enroll Today!