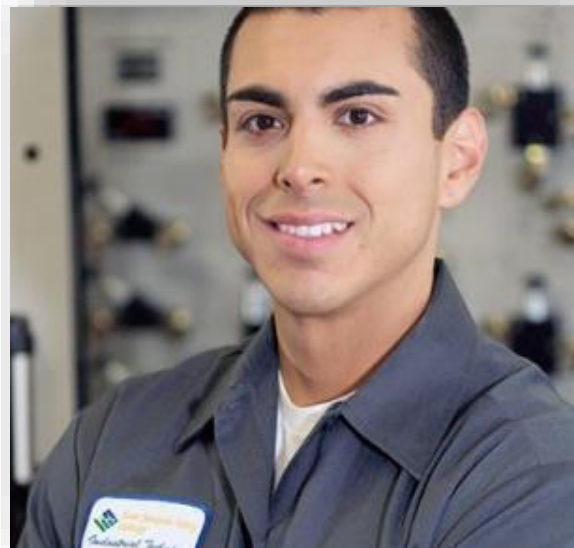




SAN JOAQUIN VALLEY COLLEGE

**SUPPLEMENT TO THE
2025 COLLEGE
CATALOG
(rev. 1.3.25)**



SUPPLEMENT TO THE 2025 COLLEGE CATALOG

This document is a supplement to the 2025 College Catalog and is provided for the purpose of notifying students and other interested parties of corrections and/or updates to College policy, programs, courses, admissions and graduation requirements which have occurred since the Catalog’s publication. This is a living document; revisions will be added until publication of the next Catalog.

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SECTION 1: INTRODUCTION TO SAN JOAQUIN VALLEY COLLEGE

STATE DISCLOSURES

REVISION: The **State Disclosure** for Iowa has been updated, as set forth below. (Catalog p. 12, rev. 12.18.24)

Iowa

SJVC is registered with the Iowa Department of Education – Bureau of Iowa College Aid for its programs offered through the Online Division. Pursuant to Iowa Code Section 256.183(1)g, Iowa’s military deployment tuition and fee refund policy for students is as follows:

A policy to offer not less than the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa national guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

- i. Withdraw from the student’s entire registration and receive a full refund of tuition and mandatory fees.
- ii. ii. Make arrangements with the faculty member for the student’s course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student’s registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- iii. iii. Make arrangements with only some of the faculty teaching courses in which the student was enrolled for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Exceptional Policy

If an Iowa student terminates a postsecondary educational program after the first 14 consecutive days of the semester due to the student’s physical incapacity, or due to the transfer of the student’s spouse’s employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

IOWA STUDENT COMPLAINTS

Students residing in Iowa who have questions or complaints about this institution may contact the Iowa Department of Education – Bureau of Iowa College Aid at 400 E. 14th Street, Des Moines, IA 50319, toll-free telephone number (877) 272- 4456.

<https://educate.iowa.gov/higher-ed/student-complaints>

SECTION 3: FINANCIAL SERVICES

REFUNDS

ADDITION: A **Tuition Refund Policy for Oregon Students** has been added, as set forth below. (Catalog p. 37, rev. 12.6.24)

Tuition Refund Policy for Oregon Students

Oregon Administrative Rule (OAR) 583-030-0035(18)(c), states after classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds for Oregon students shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter or nontraditional calendar.

SECTION 8: COURSE DESCRIPTIONS

REVISION: The course descriptions below have been revised. (Catalog p. 177-178, rev. 12.3.24)

HUMN 125: Cross-Cultural Communication

3.0 units – 45 hours

This course introduces the fundamental elements and major themes of intercultural communication, with a focus on understanding how socio-economic and cultural diversity can impact effective communication. Students survey key theories of intercultural communication and their application within various disciplines, emphasizing strategies for overcoming communication barriers in workplace settings. Through the study of fiction and non-fiction texts, students develop a foundational understanding of how cultural perspectives influence communication and learn practical approaches to fostering inclusivity and collaboration.

HUMN 325: Cross-Cultural Communication

3.0 units – 45 hours

This course provides a comprehensive pathway to navigate the challenges of cross-communication, combining both critical insight and practical strategies. These approaches are combined with an in-depth examination of the foundational elements of cross-cultural communication and the complex barriers that arise from cultural, socio-economic, and developmental differences. Students critically evaluate the major themes and theories of intercultural communication, probing how these concepts apply across disciplines and workplace settings. Through extensive analysis of fiction and non-fiction texts, students develop refined skills in interpreting diverse perspectives and applying effective cross-communication techniques. **A grade of C or higher is required to pass this course.**

HUMN 325A: Cross-Cultural Communication for Construction Management Professionals

1.0 units – 15 hours

This course is designed to provide construction management students with additional exposure to the cross-cultural communication theories, styles, and leadership techniques needed to find success in a diverse, global construction economy. **A grade of C or higher is required to pass this course.**

REVISION: The course description below has been revised to remove the Pass/Fail designation; students are awarded a letter grade in this course. (Catalog p. 179, rev. 1.3.25)

IFT 92: Applied Theory: Integrated Learning & Practice

2.0 units/30 hours

Prerequisites: BUSN 120, COMP 101, COMP 108, COMP 109, COMP 110, COMP 111, COMP 125, COMP 126, COMP 127

In this course, students demonstrate theory-based competency proficiencies of information technology foundational components such as hardware, software, networking, and problem-solving skills under direct supervision of program faculty, in preparation for careers in the Information Technology field.

SECTION 9: ADMINISTRATION AND FACULTY

REVISION: The **Board of Governors** directory has been updated to reflect the addition of Ms. Dana Hight, who succeeds Ms. Jill Sozinho as a Non-Affiliate Member. SJVC sincerely thanks Ms. Sozinho for her years of service to the Board. (Catalog p. 194, rev. 1.3.25)



Ms. Dana Hight

Dana Hight is a seasoned education professional with over 30 years of experience in teaching, mentoring, and instructional coaching. She currently serves as an Instructional Coach at Ducor Union Elementary School, where she applies her leadership skills and passion for education to support student success and foster growth within the classroom and the community.

Throughout her career, Ms. Hight has served as an educator in various capacities, including more than three decades as a classroom teacher. She has also worked as an adjunct faculty member at California State University, Fresno and Fresno Pacific University, where she has shared her expertise in education and mathematics with aspiring educators.

Ms. Hight holds a Master of Education with a specialization in Mathematics Education from Fresno Pacific University. She earned her Bachelor of Arts in Communicative Disorders, majoring in Speech Pathology, and obtained her Elementary Teaching Credential from California State University, Fresno.

A dedicated lifelong learner, Ms. Hight is committed to supporting her community through initiatives that promote physical, emotional, and intellectual growth. She actively contributes to organizations like Read for Life and the Central Valley Food Bank and engages in programs that foster development and opportunity in Tulare and Fresno counties.

In her free time, Ms. Hight enjoys traveling with her husband, Robert, and spending time along California's Central Coast. She also has a passion for music, often singing and playing guitar with friends.